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ABSTRACT

The report documents the achievements of the SPAP (Speech-Language Pathology Assessment Project), which examined competency statements for beginning speech-language therapists. Noted are the development and revision of the SPAI (Speech-Language Pathology Assessment Instrument), a training conference for using the SPAI, practice assessment of speech-language pathologists in school, and the preparation of new materials for use in training SPAI data collectors. Material preparation consisted of two major phases: (1) collection of sample materials and (2) arrangement and editing of materials into training sets. Extensive appended materials include trainee nomination forms, permission forms, trainee information forms, agendas of the training conference, procedures for the school-based practice, and forms regarding the preparation of new materials. (CL)

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SPEECH-LANGUAGE PATHOLOGY ASSESSMENT PROJECT
1983-84 FINAL REPORT

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*In the interest of brevity, these forms have been excluded from the ERIC document, but can be obtained through the authors.

Speech-Language Pathology Assessment Project (1983-84)

FINAL REPORT

The title of this project was the State (of Georgia) Department of Education Speech-Language Pathology Assessment Project. The acronym used in lieu of this title in this report is SPAP.

I. INTRODUCTION

Historical Perspective

The SPAP is a continuation of the work completed during 1978-1980 by a state-wide speech-language pathology (SLP) committee funded by the State Department of Education. That committee, under the aegis of the Special Education Competencies for Teachers Project, developed the Speech-Language Pathology Assessment Instrument (SPAI) and served as the validation panel for the instrument.

During the initial meetings of the statewide SLP committee in 1978, all available existing competency assessment instruments were examined for competency statements that might be pertinent to school speech-language pathologists (SLPs). A critical incident technique, in which videotaped recordings of actual therapy sessions were studied, was used to develop new competency indicators. A list of 112 competency statements resulted from these activities. A state-wide survey was used to determine which of these competency statements should be minimally required of beginning SLPs. All SLPs and special education directors in Georgia as well as a ten-percent sampling of all Georgia principals were mailed a copy of the survey. Four questions were asked for each of the 112 competency statements to determine their importance, their frequency of use, the typical performance level, and the appropriate assessment source.

After essential competencies and indicators were identified through the survey, the state committee wrote descriptors of the skills and behaviors to be demonstrated by SLPs. A delphi process was used. At this point, a draft assessment instrument called the SECT/SLP Instrument was developed and subsequently field-tested.

After completion of the draft instrument, a concurrent validation study was undertaken. Thirty-three SLPs from around the state were interviewed and observed during the 1979-80 school year by two teams of evaluators using both a generic teacher performance assessment instrument (Teacher Performance Assessment Instrument - TPAI) and the newly developed instrument. The interviews and therapy observations were recorded on videotape and all subjects were rated on their overall demonstration of competency by an expert panel of SLP practitioners and teacher educators. As an external criterion measure, the panel's rankings and classifications of the SLPs which were positively and significantly related to the external criterion were considered valid and formed the revised instrument.

1981-82 Project Review:

During the 1981-82 project year two surveys were completed to update minimum performance levels.[1] Results of the two surveys were arithmetically averaged for trial use with the 1982-83 field practice data.

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[1]For detailed report of this and the previous January, 1981, survey see Berryman and Neal, "Minimum Performance Levels" (working paper), 1982.

The first criterion ratings conference to establish criterion ratings for training materials was held in August of 1981. At that time, an expert panel established ratings for the tapes and other sample assessment materials which were subsequently employed in data collector training. During 1981-82, 29 master's level school SLPs were trained as SPAI data collectors.

Further information regarding 1981-82 SPAP activities was included in the SPAP Final Report, 1981-82 submitted to the State Department of Education.

1982-83 Project Review:

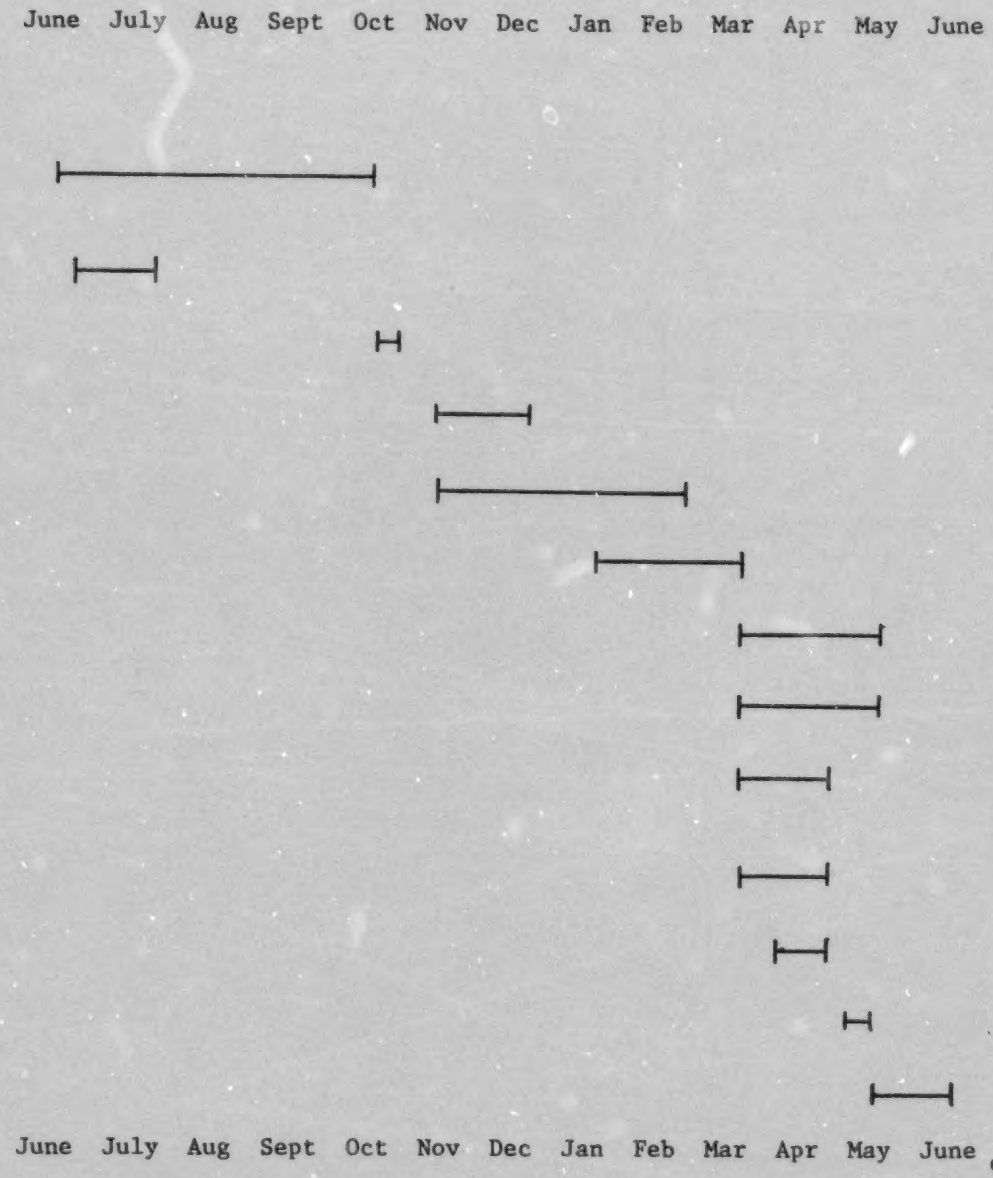
During its second year, the SPAP activities involved the training of 29 SPAI data-collectors, the establishment of minimum performance levels to be used during the 1983-84 performance certification implementations, the development of procedures, forms, and orientation materials to be used in the certification assessment process, and continued editorial revision of the SPAI. Detailed information may be found in the SPAP Final Report, 1982-83 submitted to the State Department of Education.

Current Project (1983-84)

During its third year SPAP activities involved the revision of criterion ratings for the original training materials, the training of SPAI data collectors, the preparation of new training materials, the continuing orientation of RAC personnel in use of the SPAI, and several modifications in the SPAI procedures. The SPAI was adopted in 1983 by the State Department of Education as a certification

requirement for SLPs. All individuals receiving their professional degrees after May 1, 1983, were and are required to demonstrate competency on the SPAI within their first three years on the job. Those project activities described in the final section of the report are related to the "fine tuning" of the instrument and assessment procedures prior to the use of the SPAI in the certification process. Figure 1 presents the SPAP calendar of activities for 1983-84.

SPAP Calendar 1983-84


June July Aug Sept Oct Nov Dec Jan Feb Mar Apr May June
1. Debriefing/Update for 82-83 (one day)*
2. Planning and materials revision for training conference
3. Criterion rating conference (three days)
4. Training conference (three days)
5. Planning and scheduling of training
6. School practice
7. Videotaping of assessments for training
8. Video editing
9. Final preparation of portfolios, etc.
10. Debriefing conference for 1983 trainees (one day)
11. Update conference for SLP-DCs (one day)
12. Field practice data analysis
13. RAC orientation/update meeting (one day)
14. Preparation of final report
June July Aug Sept Oct Nov Dec Jan Feb Mar Apr May June

*This meeting took place May 2, 1983

II. PROJECT ACTIVITIES RELATED TO 1983-84 SPAI DATA COLLECTOR TRAINING

Revision of Criterion Ratings for Original Training Materials

In an effort to improve training of data collectors, criterion ratings were updated during a two and one-half day meeting prior to the 1983 training conference. A panel of five master's level SLPs was asked to reach consensus on SPAI ratings for seven sets of training materials. Each set consisted of a portfolio, a revised scripted or audiotaped interview and a videotaped therapy session. The rationales offered by panel members for their choice of ratings were recorded for subsequent use during training. Correspondence and forms relevant to the criterion panel training are included in Appendix A.

1983 Data Collector Training

The 1983 training procedures were essentially the same as those employed during the previous two years. Potential SPAI data collector trainees were identified and nominated by the Regional Assessment Centers. Prerequisites for nomination included fifth year certification in speech pathology and professional experience in the schools. Final trainee selection was made by the SPAP staff on the basis of needs as projected by the various RACs. The twenty SLPs who were invited to enter SPAI training participated in an intensive three-day training conference, completed two practice assessments in a school setting and attended a one-day follow-up "debriefing" seminar. In addition to the Georgia SLPs, two staff members from the State Department of Education and an interested SLP from out-of-state.

attended the conference. Appendix A contains correspondence, forms and handouts relevant to the training activities. At the completion of training each SLP received endorsement from the State Department of Education as an SPAI data collector. In addition each trainee became eligible for 5 units of State Department of Education staff development credit.

1983 Training Conference:

The training conference agenda (Appendix A) was the same as that followed in 1982. Each trainee signed a confidentiality statement before viewing training tapes and completed an evaluation questionnaire at the conclusion of the conference. Practice activities took place during the first two days of the conference, with the third day reserved for proficiency testing.

Seven training sets were grouped into four practice sets and three proficiency check (check-out) sets. As indicated earlier, each training set included (1) a portfolio of materials prepared by a school SLP, (2) a video tape, 20 to 30 minutes in length, of a therapy session, and (3) an audio-taped interview with the SLP. Portfolios and scripted interviews for the training sets are contained in Appendix D of the 1981-82 Final Report. SPAI ratings on each of the sets were completed by the trainees. All trainees were required to complete four practice sets (Sets A, B, C, D) and the first two check-outs (Sets E and F). Those SLPs not reaaching an acceptable proficiency level during the first two check-outs were required to undergo a third check-out procedure (Set G).

For training purposes the SPAI was divided into two subscales. The Portfolio/Interview (PI) subscale consists of the first eleven indicators; the Therapy Observation (TO) subscale consists of the final twelve indicators. In scoring proficiency check-out responses, two points were given for each first-choice correct rating (agreement with criterion) and one point was given for each correct second-choice. A 14-point (63.6%) total was required for passing the PI subscale and a 15-point (62.5%) total was required for passing the TO subscale. In order to demonstrate an acceptable proficiency level it was necessary for a trainee to pass each subscale on at least one of the three check-out sets.

Of the twenty Georgia SLP trainees, 14 reached proficiency on both subscales for checkout set E, and 15 succeeded on both subscales for set F. Performance was highly consistent across the two check-outs since all 14 who were successful on E were also successful on F. All five SLPs not reaching proficiency after sets E and F lacked adequate scores on the observation subscale. Two of these individuals were successful after presentation of the observation portion of set G. The remaining three trainees were later given an additional one-half day of training and subsequently met the proficiency set cut-off for the observation subscale.

On proficiency sets E and F a total of 63 competencies were "failed" (less than 62% agreement with criterion ratings). The listing below indicates the distribution of these failures among the seven competencies:

Competency I	- 3
Competency II	- 3
Competency III	- 2
Competency IV	- 9
Competency V	- 25
Competency VI	- 6
Competency VII	- 15
TOTAL	63

Thus Competency V (SLP uses therapy approaches and materials) which accounted for 40% of the failures emerged as the most difficult to rate in accordance with the criterion values. The second most difficult was Competency VII (SLP uses therapy management skills) which accounted for 25% of failures. Of the 63 failures, 24 (38%) were accounted for by 12 instances of a trainee's failing the same competency on both E and F.

In order to compare the relative ease of rating for hierarchal items vs non-hierarchal items (IIIB, IIIC, VID) percentages were computed of first or second choice agreement with criterion ratings for sets E and F. For set E non-hierarchal item ratings agreed with criterion ratings 88% of the time as compared to 80% for hierarchal items. On set F the difference of 94% vs 82% was in the same direction and slightly greater. These results support previous findings for the TPAI that indicators with discrete descriptors (non-hierarchal) are easier to rate than are indicators containing descriptors arranged on a continuum (hierarchal).

Trainees completed a detailed evaluation at the end of the training conference. The various phases of the training conference were evaluated through items rated on a five point scale and through written comments. A summary of quantitative responses and a transcription of comments are included in Table 1.

The quantitative evaluation results showed overall higher and more variable ratings for the 1983 training conference than for the 1982 conference. Concerns about relatively low 1982 ratings for practice assessment sessions had provided the major impetus for the establishment of new criterion ratings for 1983 training. It is assumed that the new criteria were largely responsible for the improvement in ratings for those portions of the conference involving direct training and practice with the instrument; ratings for these parts of the 1983 conference scored from 5% to 20% higher than for 1982.

Although ratings were generally higher in 1983, trainees did not feel as confident in their ability to administer the instrument. No trainee checked the highest level choice, whereas 65% checked the next to highest level choice on the five-point evaluation scale. In 1982, almost one-half of the trainees had expressed the highest level of confidence in their ability to administer the SPAI. Written evaluative comments by the trainees indicated frustration with what they perceived as inconsistency on the part of the criterion ratings panel.

TABLE I

SPAI TRAINING CONFERENCE EVALUATION SUMMARY
October, 1983

Each of the 20 SLP participants in the SPAI Training Conference was asked to assess his/her experiences in the training activities. A summary of their ratings and a transcript of their additional responses are presented below.

1. The Orientation Session (Wednesday morning) was:

Too long	10%	35%	55%	____	____	Too short
Useful	55%	15%	20%	10%	____	Useless
Clear	55%	10%	35%	____	____	Vague

Comments:

- "Detailed history and background information was very informative."
- "Good—really helped to understand the nature and scope."
- "Background information could have been condensed a little more."
- "Too much on history—confuses one instead of clearing up our question."
- "Use time to review criteria on instrument for each competency."
- "Good overview of evaluation of instrument."
- "Materials were presented clearly and concisely yielding excellent historical perspective."

2. The presentation on Interviewing (Wednesday afternoon) was:

Too long	____	10%	60%	20%	10%	Too short
Useful	50%	20%	25%	5%	____	Useless
Clear	50%	10%	30%	10%	____	Vague

Comments:

- "It would be helpful to provide examples of more probing techniques."
- "More examples of interview responses to SLP asking for clarification of questions."
- "Would help to have more practice time and feedback instead of reading."
- "Would have been nice if it was longer."
- "Gave good ideas about how to conduct an interview."
- "To the point and helpful."
- "Need more information on what SLP must get together for DC."
- "I need more work on developing probes."

Table 1 (continued)

3. The Introductory Training Sessions (Wednesday afternoon and Thursday morning) were:

Too long	____	10%	75%	15%	____	Too short
Realistic	40%	30%	15%	15%	____	Unrealistic
Good feedback	20%	35%	15%	20%	10%	Confusing

Comments:

- "Would be helpful to keep written interview to go back to for learning purposes; also keep score forms; examples of competencies/incompetencies."
- "It would have been helpful if a more indepth review of instrument had occurred prior to practice."
- "Portfolios were confusing—no names to compare tests to IEPs."
- "Need a new expert panel."
- "Change descriptors to check-offs so you can see what each descriptor requires in addition to the one above it."

4. The Interviewing Practice Session (Thursday afternoon) was:

Valuable	60%	30%	10%	____	____	Waste of time
Too long	10%	____	65%	10%	15%	Too short

Comments:

- "Not enough to prepare a person to do this in the field comfortably."
- "Helpful, but I feel we need more practice interviewing before actually administering an interview."
- "Just right."
- "It would be better to receive some instruction on interviewing before we practice."
- "We had a Thursday night session and this was excellent—should be done Wednesday morning. This evaluation in no way down grades Ray Neal or Joan Berryman—both were excellent but were limited by the instrument and its scoring."
- "More time to practice interviewing needed. I felt burned out at the end of the day. Perhaps practicing in the morning would be better."

5. The Practice Training Sessions (Thursday morning and afternoon) were:

Too long	5%	20%	70%	5%	____	Too short
Realistic	35%	40%	15%	10%	____	Unrealistic
Good feedback	20%	25%	15%	35%	5%	Confusing

Table 1 (continued)

- "Seemed to be some inconsistency in expert panel's rating."
- "Expert panel appears to contradict itself at times."
- "SLP materials are difficult to read and follow; criteria changed; expert panel way off on some points."
- "Unclear copies of forms, protocals, etc. made rating difficult in some cases."

6. The SPAI Checkout was:

Fair	60%	15%	25%	____	____	Unfair
Appropriate	50%	15%	35%	____	____	Inappropriate
Realistic	50%	20%	25%	5%	____	Unrealistic

In order to pass I felt I had to ____ my actual ratings:

Raise	20%	25%	20%	35%	____	Lower

I feel confident of my ability to administer the SPAI:

Agree	____	65%	25%	10%	____	Disagree

Comments:

- "Cannot get clear view on videotapes."
- "Still confused about some areas."
- "Still feel that there are many subjective items which are difficult to rate fairly in such a brief time frame."
- "In most cases."
- "Pretty much!"
- "Still very shakey."
- "I'm going to study some more and collaborate with SLP-DC before the training session."
- "There was alot of unnecessary conversation in the room as people were finishing."

7. In general, this conference was:

Well planned	80%	15%	5%	____	____	Poorly planned
Well run	80%	15%	5%	____	____	Poorly run
Effective	65%	30%	5%	____	____	Ineffective

Comments:

- "Perhaps we could have benefited from one more practice session the first night."
- "Could really use better portfolios--maybe have had a real training session Wednesday night instead of just homework."

Table 1 (continued)

Comments: (continued)

- "Overall—very well planned and run."
- "This competence has really helped me evaluate my own program. I plan to share this instrument with the SLPs in my county."
- "Obvious emphasis needs to be placed on V, VII as most members missed this area."

8. Comments about conference (e.g.: facilities, schedule, staff, etc.):

- "Facilities were good, but temperature was unpredictable and tables were too small."
- "Schedule was well organized but long."
- "Staff—great!"
- "Instrument was confusing in some areas."
- "You have done an excellent job with a difficult situation. You managed to reassure 20 nervous people and given excellent instruction and guidance."
- "Facilities and cost were excellent."
- "Schedule appearedto facilitate maximum learning in a minimum of time."
- "The coordinators were excellent facilitators, allowing questions and providing answers yet keeping closely to schedule!"
- "Nice and informed staff—good facilities—rigorous schedule."
- "Let's do it again!"
- "Sessions were well-organized, interesting, conducted at right pace."
- "I learned things which will help me when I go back to my school. It has been a great experience. I had fun."
- "Facilities and staff were excellent. A lot of work (update and mod.) seem to be needed concerning the instrument. I learnad a lot about what to do and not to do in therapy. Very valuable overall!"
- "Complain to the hotel about number of staff being inadequate to meet needs of 100% occupancy. Also, no hot water."
- "The staff was wonderful! Very helpful and empathetic. The facilities adequate; however, the meeting room was too cold or too warm. Schedule was grueling!"
- "I'd like to suggest that the study/review session so kindly given by Drs. Neal and Berryman was an excellent idea and sorely needed. It might prove beneficial for others in the future."
- "Schedule was too tight—too much in too short a time. Some modifications and extension over four days would lessen feelings of frustration."
- "Helpful to have comments re: what the 'panel' said."
- "Staff—very friendly, willing to help, cooperative, and well organized."
- "Schedule—rigorous! Participants got little rest, could extend to four days easily!"
- "Facilities—very nice and comfortable."

1983-84 School-Based Practice:

Each trainee who had successfully completed the intensive training phase required for SPAI data collector endorsement engaged in two practice assessments. The project identified potential SLPs to be assessed, while on-site coordination was provided by the various Regional Assessment Centers. Each SLP who agreed to serve as a practice subject was notified of assessment results via the "Profile for School Practice" (Appendix A).

For school practice assessments an RAC data collector, the trainee, and another SLP data collector (either a previously trained SLP DC or a trainee) participated in the portfolio review and interview. Only the two SLPs rated items from the therapy observation portion of the assessment. Appendix A contains samples of forms used in school practice and a copy of the School Practice Procedures handout given to RAC personnel and trainees.

Raw score means and standard deviations for the SPAI indicators are contained in Table 2. Raw scores were reported for 29 subjects by the RAC DC and for 33 subjects by SLP DCs. Table 2, as well as the following tables, reflect that the RAC DCs were asked to rate only those indicators considered appropriate for them as data sources: IA, IB, IC, IIA, IIB, IIC, IIIB, IVC and IVD.

Internal consistency estimates (alphas) were computed for the two SLP data collectors. In each case, the alpha value of .87 was negligibly lower than for 1982-83.

The amount of agreement among pairs of data collectors is presented in Tables 3 through 8. Tables 3 and 4 include the mean percentages of exact agreement, i.e. the extent to which two data

collectors picked the same numerical rating on a given indicator. In general, agreement between the two SLP data collectors (DC_2 vs DC_3) was higher than was the agreement between the other two pairs of raters (DC_1 vs DC_2, DC_1 vs DC_3). Nine indicators were rated by all three data collectors. Exact agreement on these nine indicators ranged from 54% to 80% with a mean of 65%. For the two SLP data collectors there was total scale exact agreement of 65%, compared to the 1982-83 finding of 68% and the 1981-82 level of 71%.

Tables 5 and 6 show the extent to which data collectors agreed on whether a subject reached the minimally acceptable level pre-established for each competency and for each indicator. Since the use of such data will provide the basis for certification decisions, this type of correspondence between raters is called "critical agreement." Overall, critical agreement findings were similar to those for the 1981-82 data. For competencies, all pairings with the exception of competency IV (88%) exceeded 90%; competency V reached the 100% level. For those indicators rated by all three data collectors, the mean critical agreement levels ranged from 72% to 100%. The mean level of critical agreement between the two SLP data collectors on the 23 indicators ranged from 82% to 100%; with four exceptions these critical agreement findings exceeded 90%. Indicator IVD ("Records program and student information") yielded low critical agreements (72% - 79%) for all three data collector pairings. The low agreement probably resulted from confusion about the meaning of "program records;" future training efforts should focus on improving the understanding of that term.

TABLE 2

SPAI Raw Score Indicator Means and Standard Deviations
for the Three Categories of Data Collectors
1983-84 School Practice

Indicator	DATA COLLECTORS DC_1 (N=29) X	SD	DC_2 (N=33) X	SD	DC_3 (N=33) X	SD
I A	3.13	.72	3.36	.90	3.39	1.06
I B	4.34	1.00	4.45	1.06	4.42	1.09
I C	4.34	.85	4.48	.75	4.33	.85
II A	3.68	1.00	4.24	1.09	4.09	1.10
II B	4.03	.90	4.39	.75	4.15	.83
II C	4.27	.88	4.63	.65	4.51	.67
III A			3.90	.88	3.81	1.01
III B	4.76	.42	4.90	.29	4.88	.33
III C			4.84	.36	4.91	.29
IV A			4.84	.67	4.21	.74
IV B			4.33	.89	4.27	1.09
IV C	3.79	.90	4.63	1.08	3.72	1.01
IV D	3.48	.95	3.15	.83	3.12	.93
V A			3.81	.98	3.64	.96
V B			4.09	1.07	3.81	1.10
V C			3.84	.87	3.79	.79
VI A			3.63	1.14	3.24	.87
VI B			3.78	.70	3.57	.83
VI C			3.90	.98	3.78	.82
VII A			4.57	.66	4.45	.66
VII B			3.81	1.04	3.87	1.02
VII C			3.30	1.59	2.84	1.46
VII D			4.61	.61	4.61	.75

Data Collectors:
DC_1 = RAC DC
DC_2 = SLP #1 (Trainee)
DC_3 = SLP #2

TABLE 3

Mean Percentages of Exact Agreement[1] Among
Data Collectors for the SPAI Competencies

1983-84 School Practice

Competency	Data Collector Comparisons		
	DC_1 vs DC_2	DC_1 vs DC_3	DC_2 vs DC_3
I	70	63	72
II	51	55	57
III	-	-	77
IV	-	-	62
V	-	-	60
VI	-	-	60
VII	-	-	60
TOTAL	-	-	64

[1] Exact agreement refers to the correspondence between raw score ratings. A dash indicates that value was not reported because RAC-DC did not rate any or all of the indicators within that competency.

Data Collectors:

DC_1 = RAC DC

DC_2 = SLP #1 (Trainee)

DC_3 = SLP #2

TABLE 4
Mean Percentages of Exact Agreement[1] Among Data Collectors for the SPAI Indicators and Total Scale 1983-84 School Practice

Indicator	DATA COLLECTOR COMPARISONS DC_1 vs DC_2	DC_1 vs DC_3	DC_2 vs DC_3	TOTAL
I A	62	48	51	54
I B	62	66	85	71
I C	86	75	79	80
II A	45	59	61	55
II B	48	48	73	56
II C	59	59	61	60
III A			58	
III B	75	71	91	79
III C			82	
IV A			64	
IV B			61	
IV C	69	79	61	70
IV D	55	55	64	58
V A			54	
V B			58	
V C			67	
VI A			64	
VI B			58	
VI C			58	
VII A			64	
VII B			58	
VII C			67	
VII D			67	

[1] Exact agreement refers to the correspondence between raw score ratings.

Data Collectors:
DC_1 = RAC DC
DC_2 = SLP #1 (Trainee)
DC_3 = SLP #2

TABLE 5

Mean Percentages of Critical Agreement[1] Among Data Collectors for the SPAI Competencies

1983-84 School Practice

Competency	Data Collector Comparisons		
	DC_1 vs DC_2	DC_1 vs DC_3	DC_2 vs DC_3
I	91	88	95
II	99	99	96
III	-	-	94
IV	-	-	88
V	-	-	100
VI	-	-	96
VII	-	-	96
TOTAL	-	-	95

[1] Critical agreement refers to whether the two data collectors agreed as a function of minimum level. A dash indicates that value was not computed becauseRAC-DC did not rate any or all of the indicators within thatcompetency.

Data Collectors:

DC_1 = RAC DC

DC_2 = SLP #1 (Trainee)

DC_3 = SLP #2

TABLE 6
Mean Percentages of Critical Agreement[1] Among Data Collectors for the SPAI Indicators and Total Scale 1983-84 School Practice

Indicator	DATA COLLECTOR COMPARISONS DC_1 vs DC_2 N=29	DC_1 vs DC_3 N=29	DC_2 vs DC_3 N=33
I A	86	79	88
I B	86	86	100
I C	100	100	97
II A	96	96	91
II B	100	96	97
II C	100	100	100
III A	-	-	82
III B	100	100	100
III C	-	-	100
IV A	-	-	85
IV B	-	-	100
IV C	100	100	94
IV D	79	72	73
V A			100
V B			100
V C			100
VI A			97
VI B			97
VI C			94
VII A			100
VII B			94
VII C			91
VII D			97

[1] Critical agreement refers to whether the two data collectors agreed as a function of minimum level.

Data Collectors:
DC_1 = RAC DC
DC_2 = SLP #1 (Trainee)
DC_3 = SLP #2

TABLE 7

Means and Standard Deviations for Total Possible Percent of Raw Score Agreement Between Two Raters, by Competency, Across All Subjects

(Degree of Non-Discrepancy)

1983-84 School Practice

	Data Collector Comparisons					
Competency	DC_1 $\bar{X}$	vs DC_2 SD	DC_1 $\bar{X}$	vs DC_3 SD	DC_2 $\bar{X}$	vs DC_3 SD
I	90	18	89	18	92	15
II	84	18	86	17	88	19
III	94*	11*	93*	12*	93	13
IV	88*	17*	89*	18*	89	16
V					88	16
VI					87	18
VII					89	18
MEAN TOTAL					89	14

*DC, did not rate all indicators within this competency.

Data Collectors:

DC_1 = RAC DC

DC_2 = SLP #1 (Trainee)

DC_3 = SLP #2

TABLE 8
Means and Standard Deviations for Total Possible Percent of
Raw Score Agreement Between Two Raters, by Indicator, Across All Subjects
(Degree of Non-Discrepancy)
1983-84 School Practice

Indicator	DATA COLLECTOR COMPARISONS						Total Mean	
	DC_1 vs DC_2		DC_1 vs DC_3		DC_2 vs DC_3			
	$\bar{X}$ (N=29)	SD	$\bar{X}$ (N=29)	SD	$\bar{X}$ (N=33)	SD	X	SD
I A	91	12	85	17	87	14	88	14
I B	83	25	86	23	95	14	88	21
I C	97	9	94	11	93	16	95	12
II A	82	19	87	17	83	25	84	20
II B	84	17	84	18	92	13	87	16
II C	85	19	87	17	89	14	87	17
III A	-		-		87	18		
III B	94	11	93	12	98	7	95	10
III C	-		-		95	10		
IV A	-		-		90	14		
IV B	-		-		89	14		
IV C	92	12	94	13	87	20	91	15
IV D	84	21	84	20	89	17	86	19
V A					86	17		
V B					87	17		
V C					91	14		
VI A					87	19		
VI B					87	18		
VI C					86	18		
VII A					91	12		
VII B					89	13		
VII C					84	28		
VII D					91	14		

Data Collectors:
DC_1 = RAC DC
DC_2 = SLP #1 (Trainee)
DC_3 = SLP #2

Tables 7 and 8 present information on the degree of raw score non-discrepancy between raters. As an example, for Indicator IA (and all other indicators) there is a possible discrepancy between any two raters of 4 points (5-1) for each of the school practice subjects. The figures for IA in Table 8 reveal that for all subjects combined agreement for the seven competencies ranged from 84% to 94%; for the 23 indicators the range was 84% to 98%. No marked difference occurred among the rater pairs.

Follow-up Seminar:

A one-day "debriefing" seminar was held for 1983-84 trainees in May, 1984. The 19 participants were provided with an open outline on which to describe their experiences during school practice and list any suggestions for modification of training procedures. These comments provided a major focus for the meeting. The seminar also provided an opportunity to apprise the participants of recent or pending changes in the SPAI and in certification assessment procedures.

III. PREPARATION OF NEW TRAINING MATERIALS

During the winter and spring of 1984 new materials were prepared to be used in the training of SPAI data collectors. The preparation consisted of two major phases: (1) collection of sample materials; (2) arrangement and editing of materials into training sets.

Twelve practicing school SLPs were contacted and invited to participate in the preparation of materials. Each SLP was asked (1) to provide a portfolio identical to that required for certification

assessments with the SPAI (See pages 5 & 6 of SPAI, Appendix E.) (2) to present two therapy sessions for videotaping and (3) to participate in an interview as required by the SPAI. (See the Revised Standard Interview Questions, Appendix B.) Each participating SLP was paid $100.00 as compensation for the extra time spent in preparation of the portfolio. The group of 12 SLPs included ten females and two males, ten whites and two blacks. Samples of relevant correspondence, information sheets, and permission forms are included in Appendix B. Cooperating school systems were from the northeast Georgia area and and included rural, small city and eastern metropolitan Atlanta systems. A list of the school systems is included in the videotape credits in Appendix B.

After the superintendent's permission had been secured, the SLP was asked to provide general information on three individual students or groups believed to be potential candidates for the videotaped therapy sessions. Based on the SLP's suggestions the SPAP staff selected two of them and asked the SLP to obtain parental permission for those students to participate. The final list of cases represented the four basic disorder groups (language, articulation, voice, fluency) and a variety of age and ability levels.

Portfolios on the selected students were prepared by the SLPs. As soon as portfolios were complete, video taping sessions were scheduled. Each of the SLPs was asked to reduce the quality of performance intentionally on one or more of the SPAI items (indicators) in order that the tapes would portray a variety of clinician behaviors.

Each on-site taping session was two to three hours in length. Typically the two therapy sessions were taped first, followed by the interview. A member of the SPAP staff or a local SPAI data collector conducted the interview; school staff members were recruited to role play as members of the interview team. Videotaping equipment included a General Electric color video camera (Model 1 CVC 4035E) with electronic viewfinder, a portable General Electric Video Cassette Recording Deck (Model 1 CVD4020X) and a 10 inch General Electric color video monitor (Model CT - 1920M).

The video tapes were subsequently edited by a member of the SPAP staff using a Panasonic 8500 electronic editing system. C. Hugh Gardner, Associate Professor of Media, College of Education, University of Georgia served as a production consultant and provided technical assistance. Each completed training tape consisted of an introduction followed by the interview and two 15 to 20 minute therapy segments. The introduction (Appendix B) included acknowledgements and credits; the accompanying music was provided for a nominal fee by the Instructional Resource Center (IRC), University of Georgia, from its library of original background compositions.

IV. OTHER PROJECT ACTIVITIES

Change in Certification Assessment Team Membership

Although the number of data collectors involved in certification assessments with the SPAI remained at four, the make-up of the certification assessment team was revised to include a member of the

RAC staff. Thus for the 1983-84 year each assessment team consisted of an administrator data collector (principal/special education administrator), an RAC data collector and two trained SLP data collectors.

Revision of Data Collector Rating Assignments

As of 1983-84 both of the non-SLP data collectors (administrator DC and RAC DC) rate indicators IA, IB, IC, IIA, IIB, IIC, IIIB, IVC, IVD. The two SLP DCs rate all 23 indicators.

Revision of Data Collector Response Forms

For use in certification procedures, data collector response forms were redesigned to the same format as that used with the TPAI. A separate form was designed for non-SLP and for SLP DCs. (See training materials, Appendix A, for sample copies.)

Modifications in the SPAI

Interview questions. The standard interview questions were removed from the instrument and are now provided separately to data collectors. The change was made in order that SPAI certification procedures would parallel more closely those of the TPAI. In addition, minor alterations were made in several of the questions in order to clarify their intent.

Portfolio preparation. Instructions were amplified to provide more detail concerning arrangement and labeling of portfolio materials. (See pp. 5 and 6 of the SPAI, Appendix E.)

Data collector response forms. Response forms were removed from the instrument. These forms are provided by RAC personnel to data collectors at the time of the certification assessment. (See training materials, Appendix A, for samples of current response forms.)

RAC Orientations. The SPAP staff met with the Regional Assessment Center Coordinators at their conferences in July 1983, September 1983, February 1984, and April 1984. On those occasions school-based practice certification assessment procedures were explained, discussed, and revised when deemed necessary. Appendix C contains samples of correspondence and handouts relevant to these meetings.

APPENDIX A

Speech - Language
Pathology
Assessment
Project

555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

June 5, 1984

MEMORANDUM

TO:

FROM: Joan Berryman and Ray Neal

RE: Criterion Ratings Conference

We are looking forward to seeing each of you for the Criterion Ratings Conference beginning Thursday, June 14 at 9:00 a.m. As indicated to you earlier, we will meet for three consecutive Thursdays and Fridays, June 14-15, 21-22, and 28-29.

The conference will be held at the poolside room at the Holiday Inn in Athens. The hotel is located on U.S. 78 at the corner of Broad and Hull Streets (the corner of the downtown campus). One double room as been reserved for Cindy and Julianna for each Wednesday and Thursday night. Dorothy and Sandra have a double room for each Thursday night. Please call us if you wish to make any changes in these arrangements.

As we have already discussed, you will receive an honorarium of $50 per day for your participation. It will be necessary for you to pay for your food, lodging expenses ($20 per night), mileage and registration fee ($35). Both honorarium and reimbursement will be sent to you three weeks after the conference.

For your information, listed below are the names and phone numbers of the panel members:

It would be helpful if you would bring your copy of the SPAI. However, other copies will be available if needed. Feel free to dress casually and comfortably. Thank you again for your participation. Please call with any questions you may have.

jpg

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Training Set _____ Indicator _____ Date _____ 30

Criterion Ratings Conference
Rationale Work Sheet

Not _____

Rationale:

Examples:

CR = _____

Rationale:

Examples:

Not _____

Rationale:

Examples:

Speech - Language
Pathology
Assessment
Project

555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

June 8, 1983

Dear

We are currently beginning a search for speech-language pathologists (SLPs) to take part in training with the Speech-Language Pathology Assessment Instrument. We would appreciate it if you could help us locate those who would be interested and qualified to partici ate. Participants should have SLP-5 certification and approximately three years of experience. Try to choose those who plan to remain in your area.

Training on the SPAI consists of a three day training conference in October; two practice assessments, each requiring up to one day; and a one day seminar in May. Once these SLPs are trained, they will be expected to assist the Regional Assessment Centers in assessing beginning SLPs. Five SDUs and SLP Data Collector Certification will be given upon successful completion of the training.

We will be compiling the names from all of the RACs into a master list. Participants will be chosen from this list with a preference given to those in geographic locations with the greatest need for SPAI endorsed data collectors.

Your assistance in this matter is greatly appreciated. We look forward to hearing from you.

Sincerely,

Joan D. Berryman, Ed.D.

W. R. Neal, Jr., Ed.D.
Co-directors, Speech-Language
Pathology Assessment Project

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Priority #____

SLP TRAINEE NOMINATION FOR 1983 SPAI TRAINING CONFERENCE

Date _____

SLP Name _____

Home Address _____ Telephone _____

_____ _____
Zip

Present Employment Position _____ Telephone _____

Address _____

_____ _____
Zip

Type of Teacher Certification _____

Years of Experience _____

Prior training/experience with SPAI and/or TPAI:

Recommendation Source

Name _____

RAC _____

ALL NOMINATIONS MUST BE RECEIVED BY APRIL 26, 1984.

RETURN TO: Speech-Language Pathology Assessment Project
555 Aderhold
University of Georgia
Athens, Georgia 30602

Georgia Department of Education
Office of Planning and Development
Twin Towers East
Atlanta, Georgia 30334

Charles McDaniel
State Superintendent of Schools

Werner Rogers
Associate State Superintendent

August 25, 1983

Dear :

The Georgia Department of Education as of May 1, 1983, adopted performance assessment as an initial certification requirement for school Speech-Language Pathologists (SLPs). The Speech-Language Pathology Assessment Instrument (SPAI) will be used to assess the performance of beginning SLPs in the same manner that the Teacher Performance Assessment Instruments (TPAI) are used in the assessment of classroom teachers. Training of SLPs in the administration of the SPAI began two years ago and is continuing in 1983-84. SLPs who have completed this data collector training will serve as members of data collector teams which will assess beginning SLPs. A concerted effort is being made to train SLPs from all areas of the state in order to satisfy the future assessment needs of LEAs.

an SLP in your system, is one of 20 SLPs from throughout the state who have been nominated for participation in the 1983-84 SPAI data collector training. Training will require six days of participation, including (1) attendance at a three-day training conference in Atlanta on October 19-21, 1983 (Wednesday-Friday), (2) two field administrations of the SPAI to be scheduled in your geographic area later in the school year, and (3) attendance at a one-day debriefing conference in spring, 1984. Participants will be reimbursed through the SPAI training project for necessary expenses (including mileage, lodging and meals) for both of the conferences and for field assessment activities. Five staff development units will be awarded to those participants successfully completing the three training activities.

Your permission for the SLP's participation in the 1983-84 training activities is requested. Further information will be sent to those SLPs who receive permission to participate. Questions concerning these activities should be directed to the training directors, Dr. Joan Berryman or Dr. W. R. Neal, Jr. (555 Aderhold Hall, University of Georgia, Athens 30602, 404/542-1685), Ms. Rebecca Reeves (Consultant for Speech Impaired, Georgia Department of Education, Atlanta 30334, 404/656/6319) or Lester M. Solomon (Performance-Based Certification, Georgia Department of Education, Atlanta 30334, 404/656/2556).

Copies of this letter are enclosed, to be forwarded by you to the SLP if you grant permission for participation, as well as a permission form for the SLP and you to complete and return in the enclosed envelope. Your response is needed by September 23.

Your assistance in this effort to provide for performance assessment of speech-language pathologists in our schools will be greatly appreciated.

Sincerely,

Werner Rogers
Associate State Superintendent
of Schools

WR:lr
Enclosures:
1. Copy of letter for SLP (2)
2. Permission Form
3. Return envelope

PERMISSION FORM

_____ has permission to participate in SLP data collection assessment activities.

Signed:

_____
Superintendent

_____
School System

_____
Date

I would like to participate in SLP data collection training and assessment activities.

_____
SLP

Please return to:

Dr. Joan D. Berryman/Dr. W. R. Neal, Jr.
SPAP, 555 Aderhold Hall
University of Georgia
Athens, GA 30602

Speech - Language
Pathology
Assessment
Project

555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

September 8, 1983

M E M O R A N D U M

TO: Training Conference Participants

FROM: Joan Berryman and Ray Neal
Project Co-directors

RE: SPAI Training Conference

We are pleased that you are participating in the Speech-Language Assessment Project training conference, October 19-21, 1983. Enclosed is a copy of the conference agenda, a brochure including directions to the conference site, a housing form, and a list of SLPs invited to attend.

As mentioned in the letter to your superintendent, you will be reimbursed for your mileage, room (double occupancy), meals, and registration fee. Since we will be working within strict time limitations, please arrive a few minutes early for the opening session, eat noon meals with the trainee group, and spend at least the second and third nights at the conference hotel.

If you wish to room with a particular person from the enclosed list, indicate this on the housing form. Otherwise, we will make the roommate assignments.

All necessary materials will be distributed during the registration period prior to the first session. Each participant should plan to pay directly for room (approximately $25 per night), meals, and registration fee ($30). Expense reimbursement forms will be provided for your completion at the final conference session. We anticipate that you will receive reimbursement within one month following the conference.

If you have any questions, please call Kay Reese, project assistant at (404) 542-1685 (Ext. 54).

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Speech-Language Pathology Assessment Project
1983
Training Conference
Housing Request

Please check the appropriate box below to indicate your housing needs and roommate preference for the SPAI Training Conference and return as soon as possible in the envelope provided. As indicated in the letter, all participants are expected to stay at the conference hotel on the nights of October 19 and 20.

I will require housing for:

☐ October 18, 19, 20 (Tuesday, Wednesday, Thursday nights)

☐ October 19, 20 (Wednesday and Thursday nights)

Roommate Preference:

_____ 1st Choice

_____ 2nd Choice

_____ I have no preference.

_____
Signature

_____
School System/Agency

Return to: Speech-Language Pathology
Assessment Project
Attn. Kay Reese
555 Aderhold Hall
University of Georgia
Athens, GA 30602

----------PLEASE RETURN BY OCTOBER 11----------

Date: _____

TRAINEE INFORMATION FORM

SLP Name: _____ Social Security # _____

School System: _____

Address: _____ Home Address: _____

_____ _____

Telephone: _____ Telephone: _____

CERTIFICATION

Teacher Certification: _____ SLP-4 _____ SLP-5 _____ SLP-6 _____ DD-7

_____ Other: _____

ASHA Certification (CCC-SP) _____ YES _____ NO

GA Licensure (Sp Path) _____ YES _____ NO

PROFESSIONAL EXPERIENCE (Exclude current year)

_____ years SLP

_____ years Other teaching areas

_____ years Total--all areas

ACADEMIC PREPARATION

YEARS	INSTITUTION	MAJOR	DEGREE CONFERRED

Speech-Language Pathology Instrument Trainees
1983-84

Ralph Allen
Habersham County Schools
Clarkesville, GA 30523
Phone: Home 404/947-3822
Work 404/754-9211

Anne Cooper
Lowndes County Schools
Valdosta, GA 31601
Phone: Home 912/242-2438
Work 912/559-7062

Beth Cox
Floyd County Schools
Rome, GA 30161
Phone: Home 404/232-3786
Work 404/234-1031

LuAnn Dukes
Ware County Schools
Waycross, GA 31501
Phone: Home 912/285-2423
Work 912/283-5822

Vera Forkner
Forsyth County Schools
Cumming, GA 30130
Phone: Home 404/475-0272
Work 404/887-2461

Anita Hammer
Coweta County Schools
Newnan, GA 30263
Phone: Home 404/487-5090
Work 404/253-2660

Jill Harman
Meriwether County Schools
Greenville, GA 30222
Phone: Home 404/846-2595
Work 404/672-4810

Graham Kimbrough
Whitfield County Schools
Dalton, GA 30720
Phone: Home 404/259-5735
Work 404/226-1809

Cindy Kneisel
DeKalb County Schools
Decatur, GA 30032
Phone: Home 404/237-2976
Work 404/292-7272

Patsy Lentz
Northeast Georgia CESA
Winterville, GA 30683
Phone: Home 404/367-5647
Work 404/742-8292

Deborah Lozo
Douglas County Schools
Lithia Springs, GA 30057
Phone: Home 404/942-5289
Work 404/942-4938

Julie McGee
Gwinnett County Schools
Lawrenceville, GA 30245
Phone: Home 404/448-2331
Work 404/448-8710

Beth Mercer
Mitchell County Schools
Camilla, GA 30445
Phone: Home 912/985-5308
Work 912/336-0648

Beth Newnan
Thomason City Schools
Thomason, GA 30286
Phone: Home 404/647-9089
Work 404/647-3976

Kay Reese
University of Georgia
Athens, GA 30602
Phone: Home 404/546-1357
Work 404/542-1685

Joan Swartz
Gilmer County Schools
Blue Ridge, GA 30513
Phone: Work 404/635-7646

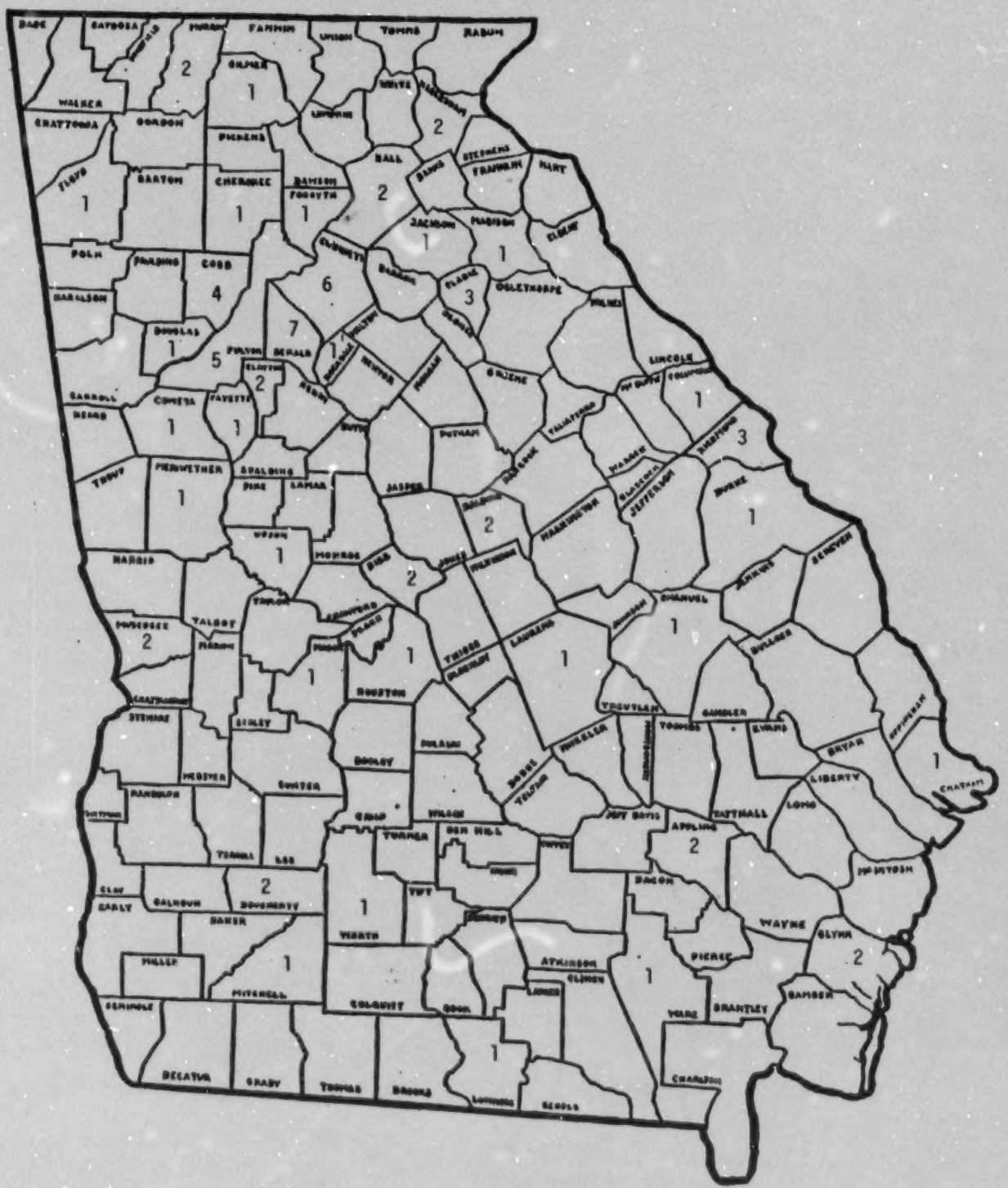
Ann Trees
Appling County Schools
Baxley, GA 31513
Phone: Home 912/367-9473
Work 912/367-4612

Emily Whiteside
Muscogee County Schools
Columbus, GA 31906
Phone: Home 404/323-8959
Work 404/324-5661

Kim Williams
Dougherty County Schools
Albany, GA 31705
Phone: Home 912/883-8738
Work 912/435-1074

Beth Pressner
Cobb County Schools
Marietta, GA 30057
Phone: Home 404/955-8033
Work 404/422-8980

Distribution of SPAI Data Collectors
Trained in 1981-82, 1982-83, and 1983-84


BANKS
GWINNETT
HALL
FRANKLIN
HART
ELBERT
MADISON
OGLETHORPE
WILKES
LINCOLN
TALIAFERRO
WARREN
GLASCOCK
JEFFERSON
BURKE
JENKINS
SCREVEN
EMANUEL
TOOMBS
MONTGOMERY
TELFAIR
WHEELER
EVANS
CANDLER
BULLOCH
BRYAN
LIBERTY
LONG
APPLING
JEFF DAVIS
TATTNALL
WAYNE
GLYNN
MCINTOSH
CHATHAM
PIERCE
BRANTLEY
CHARLTON
WARE
ATKINSON
BERRIEN
COOK
COLQUITT
THOMAS
BROOKS
LOWNDES
GRADY
DECATUR
SEMINOLE
MILLER
MITCHELL
BAKER
DOUGHERTY
LEE
TERRELL
WORTH
TIFT
IRWIN
TURNER
WILCOX
CRISP
DOOLY
SUMTER
RANDOLPH
STEWART
WEBSTER
QUITMAN
CLAY
CALHOUN
EARLY
BEN HILL
HOUSTON
MACON
TAYLOR
MARION
CHATTAHOOCHEE
TALBOT
HARRIS
MUSCOGEE
MERIWETHER
TROUP
HEARD
CARROLL
COWETA
FAYETTE
SPALDING
PIKE
LAMAR
UPSON
MONROE
BIBB
JONES
PUTNAM
JASPER
DALLAS
HANCOCK
WASHINGTON
TWIGGS
HOUSTON
PULASKI
BLECKLEY
LAURENS
TREUTLEN
DODGE
MONTGOMERY
TELFAIR
WHEELER
EVANS
CANDLER
BULLOCH
EFFINGHAM
SCREVEN
JENKINS
BURKE
JEFFERSON
WARREN
MCDUFFIE
TALIAFERRO
GLASCOCK
LINCOLN
WILKES
OGLETHORPE
MADISON
ELBERT
FRANKLIN
HART
STEPHENS
BANKS
HALL
GWINNETT
RABUN
TOWNS
UNION
FANNIN
GILMER
PICKENS
DAWSON
FORSYTH
CHEROKEE
BARTOW
GORDON
WALKER
CATOOSA
DADE
CHATTOOGA
FLOYD
POLK
PAULDING
COBB
DOUGLAS
HARALSON
FULTON
CLAYTON
DEKALB
ROCKDALE
NEWTON
WALTON
MORGAN
GREENE
HANCOCK
WASHINGTON
JOHNSON
EMANUEL
BULLOCH
BRYAN
LIBERTY
LONG
MCINTOSH
GLYNN
CAMDEN
CHARLTON
WARE
BRANTLEY
PIERCE
WAYNE
APPLING
JEFF DAVIS
TATTNALL
EVANS
TOOMBS
TREUTLEN
DODGE
WILCOX
PULASKI
DOOLY
CRISP
WORTH
TIFT
IRWIN
BERRIEN
COOK
COLQUITT
THOMAS
BROOKS
LOWNDES
GRADY
DECATUR
SEMINOLE
MILLER
MITCHELL
BAKER
DOUGHERTY
LEE
TERRELL
SUMTER
WEBSTER
STEWART
QUITMAN
CLAY
CALHOUN
EARLY
RANDOLPH
CLAY
MARION
TAYLOR
CHATTAHOOCHEE
MUSCOGEE
HARRIS
TROUP
HEARD
CARROLL
COWETA
FAYETTE
SPALDING
PIKE
LAMAR
UPSON
MONROE
BIBB
JONES
JASPER
PUTNAM
MORGAN
GREENE
OGLETHORPE
WILKES
LINCOLN
WARREN
MCDUFFIE
TALIAFERRO
GLASCOCK
JEFFERSON
BURKE
JENKINS
SCREVEN

SLP Data Collector Training Conference
Speech-Language Pathology Assessment Project (SPAP)
The Stadium Hotel
Atlanta, Georgia
October 19-21, 1983

Agenda

Wednesday, October 19

8:00 a.m. - Registration (Coffee and danish)
9:00 a.m. - Introductions
- Announcements
- Performance Based Certification
(Lester Solomon)
- Speech-Language Pathology Assessment Instrument (SPAI)
Historical perspective
Description of the SPAI
11:45 a.m. - Lunch
1:00 p.m. - Interviewing: Techniques and procedures
1:45 p.m. - Observation: Techniques and procedures (Rebecca Reeves)
2:30 p.m. - Practice Session (#1) - Training Set B
Portfolio Review
Interview
4:00 p.m. - Break
Observation of therapy
6:30 p.m. - Dinner (On your own)
8:30 p.m. - Assignment: Reviewing Portfolio - Training Set A

Thursday, October 20

8:00 a.m. - Practice Session (#2) - Training Set A
10:30 a.m. - Break
11:00 a.m. - Practice Session (#3) - Training Set C
1:00 p.m. - Lunch
2:15 p.m. - Practice Session (#4) - Training Set D
4:00 p.m. - Break
4:30 p.m. - Practice Session: Interviewing
6:30 p.m. - Dinner (On your own)
8:30 p.m. - Assignment: Study/review of SPAI and rating procedures

Friday, October 21

8:00 a.m. - Trainee proficiency assessment - Training Set E
(Checkout #1)
10:00 a.m. - Break
10:30 a.m. - Trainee proficiency assessment - Training Set F
(Checkout #2)
12:30 p.m. - Lunch
1:30 p.m. - Trainee proficiency assessment - Training Set G
(Checkout #3)
3:30 p.m. - Discussion: Field assessment tasks
Question/answer session
5:00 p.m. - Summary and adjournment

SPAI Training Conference

CONFIDENTIALITY STATEMENT

I will maintain the confidentiality of SPAI training conference information which refers to SLPs and students and which was obtained through written materials, video/audio tapes, or discussions.

_____
signature

_____
date

If you know the SLP or students who are subjects in the training materials, try to divorce your previous knowledge of the SLP or students from your ratings. Rate the SLP's performance only on evidence presented in the training materials.

SPAI Training Conference Evaluation

Date: _____

Please assess your experiences in each training activity. Check the space in each item below which most clearly indicates your reaction to the activities.

1. The Orientation Session (Wednesday morning) was:

Too long	____	____	____	____	____	Too short
Useful	____	____	____	____	____	Useless
Clear	____	____	____	____	____	Vague

Comment: _____

_____

2. The presentation on Interviewing (Wednesday afternoon) was:

Too long	____	____	____	____	____	Too short
Useful	____	____	____	____	____	Useless
Clear	____	____	____	____	____	Vague

Comment: _____

_____

3. The Introductory Training Sessions (Wednesday afternoon and Thursday morning) were:

Too long	____	____	____	____	____	Too short
Realistic	____	____	____	____	____	Unrealistic
Good feedback	____	____	____	____	____	Confusing

Comment: _____

_____

4. The Interviewing Practice Session (Thursday afternoon) was:

Valuable	____	____	____	____	____	A waste of time
Too long	____	____	____	____	____	Too short

Comment: _____

_____

5. The Practice Training Sessions (Thursday morning and afternoon) were:

Too long	_____	_____	_____	_____	_____	Too short
Realistic	_____	_____	_____	_____	_____	Unrealistic
Good feedback	_____	_____	_____	_____	_____	Confusing

Comment: _____

_____

6. The SPAI Checkout was:

Fair	_____	_____	_____	_____	_____	Unfair
Appropriate	_____	_____	_____	_____	_____	Inappropriate
Realistic	_____	_____	_____	_____	_____	Unrealistic

In order to pass I felt I had to _____ my actual ratings:

Raise	_____	_____	_____	_____	_____	Lower

I feel confident of my ability to administer the SPAI:

Agree	_____	_____	_____	_____	_____	Disagree

Comment: _____

_____

7. In general, this conference was:

Well planned	_____	_____	_____	_____	_____	Poorly planned
Well run	_____	_____	_____	_____	_____	Poorly run
Effective	_____	_____	_____	_____	_____	Ineffective

Comment: _____

_____

8. Comments about conference (e.g: facilities, schedule, staff, etc.):

_____

_____

_____

_____

****

OBSERVATION PRINCIPLES TO BE USED WITH THE SPAI

****

Mowrer has noted that "If our basic procedures for observing behaviors are faulty, then it is likely that our ability to identify and assess behaviors will be faulty also."[1] By following the suggestions listed below, you can guard against the faulty use of observation procedures when administering the SPAI.

1. Assume that all variables have been controlled that either directly or indirectly impact on your task, e.g. ratings of expert panel of judges, content and structure of items on the instrument, etc.
2. Be clear of the purpose(s) of the observation. Periodically restate the purpose(s) mentally.
3. Note, use and "live with" the behavioral definitions, key points and general notes provided throughout the assessment manual.
4. Rate only what you see and hear. Do not "read" into a behavior what is not obvious.
5. Rate behaviors as they are observed, if possible. Note and recheck questionable ratings.
6. Be consistent in <u>how</u> you rate behaviors. Do not vary ratings with SLP's if the behavior demonstrated matches the competency level specified.
7. Rate each competency separately as indicated by the major heading. Be careful not to lower or raise ratings by allowing separate competencies to be rated together.
8. Review all available data before assigning final ratings to individual items.

Observation Principles to be used with the SPAI

****

9. Familiarize yourself with all assessment components as quickly as possible, including interview questions, portfolio and therapy observation items.

10. Use accurate, dispassionate judgement throughout the observation process. Becoming certified as a data collector ultimately means becoming proficient as an objective evaluator of behavior.

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[1] Mowrer, Donald E., Methods of Modifying Speech Behaviors, Charles Merrill Publishers, 1977, p.47.

The SPAI Interview - Training Procedures

The interview is a critical component of the SPAI. Of the 23 indicators, two are judged solely on the basis of the interview; judgments about eight other indicators are based partially on interview responses. During school practice with the SPAI all three assessment team members (RAC-DC, SLP trainee, and previously trained SLP data collector) are present at the interview. The SLP trainee leads the interview by asking the prescribed questions and follow-up questions, as appropriate. Other assessment team members also may ask for elaboration or clarification.

This type of structured assessment interview differs from the diagnostic, informational gathering clinical interview to which you are accustomed. The most important difference deals with the ultimate purpose for which the assessment interview is used--that is, for making judgments about an individual's performance. Diagnostic interviews, on the other hand, are for the purpose of gathering information to be used in making clinical decisions; the information from a diagnostic interview is not judged as reflecting good or poor performance on the part of the respondent. With this difference in mind, the rationale for the design of the SPAI interview, as well as the interview method to be used, should be easier to understand.

The basic task of the interviewer is to obtain enough information to assign a performance level to the relevant indicator. Toward this end, the interviewer must have the skill to put the respondent at ease and to acquire sufficiently complete responses. Important aspects of these two components of interviewing are described on the following pages under the headings of Attitudinal Factors and Questioning Techniques:

Attitudinal Factors

1. The interview should be held in surroundings as free as possible from distractions and interruptions.
2. The interviewer should be friendly, emphathetic, and "low key."
3. The interviewer should be a good listener. Attentiveness, smiles and nods of encouragement, and responsiveness to humor are characteristics of an effective interviewer.
4. The interviewer should not openly portray value judgments on the information provided by the respondent. Even though a response may warrant a low rating on the SPAI, the interviewer's reaction should not indicate surprise or disapproval.
5. The interviewer should minimize outward appearances of nervousness or impatience. Behaviors to be avoided include foot shaking, asking questions in a rapid sequence, repeatedly checking ones watch and any other actions which would distract or perturb the respondent.
6. The interviewer should maintain eye contact with the respondent while asking questions. However, eye contact during answers should be intermittent in order not to intimidate the respondent.

Questioning Techniques

1. The interview should begin in a positive but purposeful way. Introductory statements should be made in a pleasant, unhurried manner. Following is an example of an appropriate introduction to the interview:

   We would like to talk with you briefly about your program of services and how you conduct your diagnostic and therapy activities. We will ask questions concerning the items in the assessment instrument. In most cases your comments will amplify the information obtained from the portfolio. As you know, some items are assessed on the basis of the interview only. It will be helpful

if you will make your answers as complete as possible and let us know if you are unsure of the intent of the question. Do you have any questions before we start?

2. Ask questions clearly. Speak at a slow conversational rate (140 words per minute or less). Wait a few seconds after the respondent has completed the answer to the previous question before asking the next question.

3. The assessor leading the interview should allow ample opportunity for other assessment team members to ask clarifying questions.

4. Take notes on the interview form, using as much time as necessary to record the pertinent information on which your ratings will be based.

5. Follow-up questions ("probes") should be used for the purpose of gaining a sufficiently complete answer to rate the indicator.

   Types of probes:

   a) If the respondent indicates a lack of understanding, questions may be restated, with minimal rewording. However, rewording should not increase the information contained in the question. Repeated lack of understanding on the part of the respondent probably indicates a lack of adequate familiarity with the instrument.

      EX 1: Q. Describe the procedures used to decide if a student needs indepth evaluation.

      A. What do you mean?

      Q. How do you decide--what procedures do you use--to decide whether to recommend a complete evaluation? (acceptable rewording)

      EX 2: Q. How did you develop your long range goals?

      A. I don't understand exactly what you're getting at.

      Q. Describe how you determined what your long range goals would be? (acceptable rewording)

b) If an answer is incomplete a simple "uh-huh" or attentive silence may result in the informant's giving additional information. The interviewer may also ask, "Can you tell us more," "Please go into more detail in your answer," or "Could you give an example?"

c) A question may be restated with added emphasis.

EX: Q. How do you develop your initial schedule?

A. The county regulations for SLPs state the schedule has to be developed school by school and turned in to the Central Office.

Q. (Acceptable probe) How do you develop your initial schedule?

d) The interviewer should not "lead" or cue the respondent.

EX: Q. How informed would you say your faculty is of SLP program service?

A. Very informed.

Q. How do they receive this information?

A. I try to inform them at the beginning of the school year.

Q. (Probe)

(Unacceptable, probe): What do you do? I mean handouts, inservices...

(Acceptable probe): Could you give more detail?

e) The interviewer should not advertently restrict the scope of the answer.

EX: Q. How do you develop your initial schedule?

A. I try to pick a time that is best according to the student's classroom schedule.

Q. (Probe)

(Unacceptable probe): What classroom factors do you consider?

This probe is inappropriate because it may imply to the respondent that classroom factors are the only factors to be considered.

(Acceptable probe): Could you go into more detail on how you develop your initial schedule?

This probe is appropriate because it is not restrictive. The restatement of the original question as part of the probe gives the respondent an opportunity to respond ultimately on a broader basis than simply the classroom schedule.

f. The interviewer should not hesitate to ask for clarification of abbreviated test titles, uses of specific forms, ambiguous references, etc. However, requests for specific explanations should be made after the initial answer is completed in order not to interrupt the respondent's train of thought.

6. Do not fear silences during the interview. Pauses should be welcomed as a feature of relaxed interpersonal situations.

7. It is not necessary to react to every response. When the interviewer believes that some type of reaction is appropriate he or she should use a comment that acknowledges the response rather than a comment that expresses approval or disapproval.

Inappropriate reactions:

"Fine!"

"Looks as if you're doing a complete job."

"And that's all you get from the tests?"

Appropriate reactions:

"I see"

"All right, now... (next question."

"To change the subject... (next question."

8. The interviewer should not interrupt the respondent. Interruptions may not only break the train of thought of the respondent, but may also cause the interviewer to miss important information. The one situation in which an interruption is appropriate is that in which the respondent is giving a lengthy irrelevant response.
9. The interview should be closed with a remark which indicates the termination of questioning and which does not express a value judgment.

EX 1: (Inappropriate) You gave really good answers. We're through now.

EX 2: (Inappropriate) You've mentioned a lot of things no one else has. That's really good. Thank you.

EX 1: (Appropriate) Thank you. If the others have no further questions, I believe that's all the information we need (smiling).

EX 2: (Appropriate) That was the last question. Thank you very much.

Although the SLP is not provided a copy of the Standard Interview Questions, the areas to be covered in the interview are designated in the instrument. At the end of each indicator, reference is made to the data source(s) which should be used in determining an appropriate rating. Thus, these indicators rated on the basis of the interview are clearly specified.

Speech-Language Pathology Assessment Instrument (SPAI)

Standard Interview Questions

I. A. How informed would you say your faculty is of SLP program services?

How do they receive their information?

(If not already answered) Ask: What is your role in providing this information?

I. B. How do you develop your initial schedule?

(If not already answered) Ask: What factors do you take into consideration?

Who receives a copy of the schedule?

I. C. Is this your regular room while you are working at this school?

(If, "yes") Ask: Do you share it with other people?

(If "no", arrange to see the regular workspace before scoring this indicator.)

II. A. Describe the screening and/or referral procedures used to decide if a student needs indepth evaluation.

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II. B. What general procedure do you follow once a student is referred to you?

II. C. Do you refer any of your students to another specialist in your school or in the community?

(If "no") Ask: Why not?

(If "yes") Ask: Can you give me an example?

Then ask: How have you, or how will you follow up?

III. A. Name the tests or procedures you use most frequently with the different disorders areas and explain what information you obtained from <u>each</u>.

III. B. Have you met with other school personnel about specific problems concerning students in therapy?

(If "yes") Ask: Could you give examples of the persons you have talked with and the problems discussed?

How do you use this information?

Have you met with parents about specific problems related to therapy?

Do you give parents advice on how they can help their children at home?

(If "yes") Ask: Could you give me an example?

III. C. Do you ever make changes <u>during</u> a therapy session?

(If "yes") Ask: Could you give an example?

After completing a therapy session, have you ever found it necessary to revise plans before the next session?

(If "yes") Ask: What kinds of changes have you made?

As you move from one short term objective to another, do you find it necessary to change therapy procedures?

(If "yes") Ask: Could you give me an example?

On what do you base changes in long range goals?

IV. A. How do you develop your long range goals for individual students?

(Examine documentation for 4 or 5.)

IV. B. No interview question needed.

IV. C. No interview question needed.

IV. D. No interview question needed.

V. No interview question needed.

VI. No interview question needed.

VII. No interview question needed.

SPAI Training Conference

Interview Practice Check Sheet

_____
SLP Trainee

Acceptable	Needs Improvement	Comments:
		Attitudinal Factors
		1. N/A
		2. Friendly, empathetic, low-key.
		3. Good listener.
		4. Lack of value judgments.
		5. Not nervous or impatient.
		6. Eye contact.
		Questioning Techniques
		1. Appropriate introductions.
		2. Clear questioning (rate and pauses).
		3. Note-taking.
		4. Probing.
		5. Pauses.
		6. Reactions to responses.
		7. Interruptions.
		8. Closing remarks.

After the practice session, the form should be given to the trainee being observed.

SPAP 8 (9/83)

Interview Tape A

I. A. Q: How informed would you say your faculty is of SLP program services?

A: At the beginning of the year, I explained my program to them. Now, I was here last year as well. So probably, the reason they are most informed is because they know me personally. Most of the teachers come and talk with me about specific problems, etc. This year I really haven't given out any handouts, etc. but I haven't had any problems. They'll come to me with a specific question and I'll answer it on a personal basis.

I. B. Q: How do you develop your initial schedule?

A: Juggle and re-juggle. When the child is staffed in I talk to the teacher and try to find a slot that's appropriate for the child. If none of the slots that I have open are appropriate or if they conflict with especially math time or reading time, then I have to re-shuffle some of the children. So, basically, just a lot of teacher cooperation there which I do have. Very much. The teachers have been super here.

Q: Who receives a copy of your schedule?

A: The specific student copy is given only to the teachers involved because it is re-juggled so many times throughout the year. The principal and the secretary and on my little partition outside this door there is a copy of my time slot schedule -- where I am each time of the day, Monday through Friday.

I. C. Q: Is this your regular room while you are working in this school?

A: Yes, but it is also the mathroom. And also it is shared by the target teacher. Part of the materials there, the top shelf is hers. The boxes here are left here because she has no place left to go, and I said "Sure, bring it in." It's also used for various reading groups, etc. during the times I'm not there.

II. A. Q: Describe the procedure used to decide if a student needs indepth evaluation.

A: The first grade teachers and the kindergarten teachers are the main ones we inform when we come in for the screening and we often ask them to come with us which it's usually done in the hallway so the teacher is very much involved. And they've been super about picking up things like that. Now, second grade and on up there are problems, but again that's usually handled on a personal level. All kindergartens and all first graders are screened by the speech pathologists. Now the PTA does the hearing and vision screenings. Any child who fails twice is seen again on hearing and vision. Speech -- any child that I think might have a problem I just check the appropriate column for at that time -- artic, language, voice, stuttering, etc. And then I go from there -- the 101, 102, etc.

II. B. Q: What general procedure do you follow once a student is referred to you?

A: My next step is to contact the parent and let them know that it has been done. I call the parent and let them know that I'm sending home a form that is parental consent for evaluation and that if they need me to I will notify them of the date, etc. And along with that goes the parental rights which is the 8 page thing that I talked about earlier. Then, that's sent through U. S. Mail to them. When they return that, and only then, can I go in and pull the child and bring him in for testing. From these, if there is a problem and I can justify it by the 125 SLP form that we fill out, listing the results of my evaluation then we send home the parents notification of let's come in and discuss what I found and they again say "Yes, I will come" or "No, I won't come." Then that's the next step -- they come in. If they agree to the placement, we write up the minutes exactly as it's stated by the teacher and by anyone else involved -- the teacher, the parent -- any other teacher that might have had contact with him. And we use 3 basic areas: social, behavior, and academic. We go through all those. I explain the testing results. Then we write up the exact program we will use. And as of this year we have to write up the program that very day with parent. If I'm going to do language -- and exactly how I'm going to implement it. Long term, short term goals and the parent gets a copy of all of this. Any teacher working with him also gets a copy.

II. C. Q: Have you referred any of your students to another specialist?

A: Constantly.

Q: Can you give me an example?

A: O.K. There was a child who was referred to me earlier in the year and I went through the usual procedure. I went to teacher and we started talking and the more she talked it seemed to me that the child's basic problems sounded more L.D. related. I then explained the differences between the speech program and the learning disabilities program. And I said why don't you pull in the L.D. teacher and let's see who's more appropriate to give this 101 to. We both use that same form. She had it filled out -- she'd given it to me. So that's exactly what we did. The L.D. teacher became involved then and we decided it was much more appropriate for learning disabilities to handle the child than it was for me. And then as I explained earlier to you, there was a case when they referred to me a child they were seeing daily. They wanted a more in-depth language evaluation and she said to me "I don't feel that good about language" -- and that's so good because we're really honest about that -- "Would you give her the language evaluation and report back to the parents?" That's exactly what we did. And I put down my justification for her not being involved in the program because behavior disorders were serving that child adequately at that time, and we explained to the parent that everything would be kept on file, and if later we would decide that the child should be placed in language as well, then we could work that out.

Q: How will you follow-up?

A: I'll check back with the B.D. teacher and the classroom teacher--informally.

III. A. Q: Name the tests or procedures you use most frequently with the different disorder areas and explain what information you obtain from each.

A: For articulation evaluations I use the Goldman-Fristoe or the Templin Darley. Both of those tests tell you which sounds the student has in error and whether there is any position in the word that the student has the sounds correct in. For language testing I usually use the PPVT for evaluation of receptive language or maybe the TACL. But the TACL can't be used with children above the second grade so that's when I use the PPVT. If I want to compare expressive and receptive language I might use the Preschool. And if...

Q: The Preschool?

A: The Preschool Language Scale by Zimmerman.

Q: There are several tests with "preschool" in the title. I wasn't sure which you meant. Go on.

A: I was saying that if I get an older child I would probably use parts of the Detroit--it has a lot of different subtests to choose from, and it's about the only thing that can be used with older students.

Q: Would you give more detail on the use of the subtests on the Detroit?

A: One of the subtests is Oral Directions, and I use that one to see if they can understand what is said to them. Then there's a Repetition of Sentences subtest that tests auditory attention span. And one of the subtests I use most is the Oral Commissions, where the child has to follow one instruction, two instructions, three instructions, or four instructions, just to see what his abilities are in that area. I use the information from the Detroit to look for the student's strengths and weaknesses. Then I will work on the weak areas.

Q: How about your use of the other testing results?

A: Oh, you want to know about all of them. O.K. Well, the artic. results, naturally I use to decide what sound to work on first. I usually pick the one I think will be easiest for the student. I also use test results done from time to time to get an up to date idea of the student's overall improvement in articulation because a lot of the time sounds improve that you're nor working on. Let's see, I also talked about...oh, the TACL is a receptive test so I use that information to see if there is a problem in receptive language as well as in expressive language. If there

is, then therapy objectives are written for receptive language. The TACL can be broken down into the different parts or aspects of language--like vocabulary and syntax and tells you which receptive language areas the student is weaker in. O.K., then the Preschool. I think I said it has receptive and expressive parts. That's what I use it for mainly is to see if the child only has an expressive language problem or has both a receptive and expressive problem. Also of course, it tells you--I mean helps to tell you whether or not he has a language problem period.

III. B. Q: Have you met with co-workers or parents about specific problems concerning students in therapy?

A: Yes.

Q: Could you give examples of the persons you have talked with and the problems discussed?

A: Well, many times this year I've talked with teachers about how the students were doing in the classroom. There's one student in particular--a voice case--that is working on not talking loud. I check with that teacher at least once a week. And there are several parents I call regularly too. Especially the parents of one of my B.D. students who has really bad tongue thrust. We've been trying to work alot on a home program that will help.

Q: How do you use this information?

A: I use what the teacher tells me to decide how well the student is meeting the therapy objective of not talking loud. I used what the mother told me to decide whether it would do any good to continue working on the tongue thrusting problem.

Q: Do you give parents advice on how they can help their children at home?

A: Often I do, yes.

Q: Could you give an example?

A: Like I said, I talked with the parent of the B.D. child, but also last week I met with parents of two children I've just enrolled in voice therapy--I have a lot of voice cases here. I talked with them about what things children were doing that were causing the voice problems and tried to convince them that they needed to help the children do the things--or not do the things at home that were bad for their voices.

III. C. Q: Do you ever make changes during therapy?

A: Constantly.

Q: Could you give an example?

A: I often change the criterion level for articulation cases when I realize that I am expecting too much--then later after more practice and maybe trying another approach, I may be able to raise the criterion again to, say, 95 or 100%.

Q: After completing a therapy session, have you ever found it necessary to revise plans before the next session?

A: Yes

Q: What kinds of changes have you made?

A: Mostly in techniques of teaching. When one thing hasn't worked out you know you need to change and sometimes you don't know right at that point what to do. So you think about it, read, or ask someone for advice, then change plans for the next session.

Q: As you move from one short term objective to another, do you find it necessary to change therapy procedures?

A: Then too, yes, I do.

Q: Could you give me an example?

A: The same procedures aren't appropriate for all short term objectives. In articulation therapy your first short term objective might be the /f/ sound and the next, the /r/ sound. You can't teach them using the same procedures. The /f/ is easy to imitate for example, but the /r/ isn't.

Q: On what do you base changes in long range goals?

A: On student progress. I consider how the student is progressing. Sometimes progress is so slow that the next long term objective needs to be made a smaller step--you see what I mean? Or vice-versa.

IV. A. Q: O.K. How did you develop your long range goals?

A: These are kept really very general in the school system I think for the reason that we have a large turnover of therapists in and out. The long term goals are of course what we ultimately want for the child so it's usually 90% criterion on each of the things we've checked as being problem areas.

Interview Tape B

I. A. Q: How informed would you say your faculty is of SLP program services?

A: I'd say they were well informed, and I say that because I often get snagged in the halls about "I've got this kid I really need for you to listen to." I think they are very much aware of what goes on and real cooperative.

Q: How do they receive their information?

A: It was really word of mouth. I don't know if you know but our county has been doing this for 25 years, so it's pretty well established. They're pretty much aware of it anyway.

I. B. Q: How do you develop your initial schedule?

A: I made up a schedule at the beginning of the year with everybody who I'm aware is going to be coming to speech that was a carry-over from last year. Then I arrange it to where it suits me. Then I go ask the teachers if it suits them. If it does, fine. If it doesn't, we juggle it around until it works out.

Q: What factors do you take into consideration?

A: O.K. Well, for one thing it depends. If I want a group, I try to make the group of the same age with the same type of problems. Then in scheduling time wise, I try to make considerations for P.E., for music, for special things as well as for particularly reading, math. I don't like to take them out of any of those things.

Q: Who gets a copy of the schedule?

A: The schedule over on the wall, nobody has a copy of but me. The teachers all know when their children are coming and so forth. The schedule my principals usually get are just what schools I'm at at what time during the week.

I. C. Q: Is this your regular room while you are working in this school?

A: Yes.

II. A. Q: Describe the procedures used to decide if a student needs indepth evaluation.

A: Mostly by referral.

II. B. Q: What general procedure do you follow once a student is referred to you?

A: First of all, the student is usually referred to me by some teacher, principal, parent. At that point, I cannot evaluate the

child without the parents' permission so I send home a permission slip, O.K.? That is signed and returned, then I see the child for evaluation for however long it takes. It may take two days, one day, it just depends on the problem. And then I contact the parent again and say "I've seen Johnny for an evaluation and I'd like you to come in so we can discuss the results." And at that point they come in and we discuss the results and decide whether or not they're coming to therapy and write their Individual Education Program.

II. C. Q: Have you referred any of your students to another specialist?

A: I have referred one to an L.D. teacher but not particularly for... like an eye specialist or anything like that.

Q: On the L.D. student you referred-could you give me more information on that?

A: The testing showed that she was weak in the auditory memory area. Because of that it made me wonder if she was getting serviced in another area beside speech. O.K.? I was trying to decide whether to take her into the speech caseload. I figured that if she was being serviced by L.D., I was going to let the L.D. people take care of that and not speech since we have enough people already.

Q: How will you follow up?

A: I have already checked in her folders and noted that she has been referred to L.D. but that they haven't placed her on their caseload yet, so right now I referred her again, and she's in the process of being tested.

III. A. Q: Name the tests or procedures you use frequently with the different disorder areas and explain the information you get from each.

A: O.K. One is the Developmental Articulation Test by Hejna. It's just a group of pictures where different sounds are tested in different positions. Initial position, medial position, final position. An example would be if you are testing for the (p) you would have pig, paper, and cup-it's in all the positions. You point to the picture and say "Tell me what this is." You go through all the sounds, O.K.?

Q: O.K.

A: Similar to that for articulation is the Goldman-Fristoe Test for Articulation. It's just a picture test-same idea. For language testing a lot...and for artic. too, I just use the speech sample. You know, what do I hear when I'm just talking to them. What kind of sentences do they use when they are talking with me. Do they use the past tense, future tense; do they use the correct syntax. Do they put in all the right words at the right time. How long are their sentences? Do they use complex sentences? But then there are language tests. Basically I use the Detroit to test a lot; that has 13 subtests that includes auditory memory for related and non-related words, test for opposites, same-different,

following directions, things like that. Wait a minute, I have more. I do have rating scales for rating voice and for rating fluency, and it has a variety of questions that you would ask that person as an individual. How they respond to their own stuttering--how do teachers respond; how do parents respond. Those are actual tests. Gosh, there are so many.

III. B. Q: Have you met with co-workers or parents about specific problems concerning students in therapy?

A: Yes.

Q: Could you give examples of the persons you have talked with and the problems discussed?

A: There have been so many it's hard to remember the specifics. Almost everyday I talk with somebody about one of my students. Let's see. I have a stutterer that I talk to his teacher about at least once a week. Mostly, I see her in the hall and stop and talk with her about his nonfluencies and how he's handling them. As far as parents are concerned, I guess I talk to three or four a week about special problems or homework.

Q: Could you go into detail about the special problems?

A: Well, this one third grader I have that has an articulation problem--she's very shy, and I've talked with the mother and also with the B.D. teacher about her. With the mother, I was mostly finding out what kinds of situations she talked the most in and what kinds of things she liked to do so I could have some things to talk about in therapy with her. And also maybe some bad situations so I could talk to the B.D. teacher about maybe what the mother could do to make her willing to talk more. I felt she needed that. Anyway, then I talked with the B.D. teacher, and she told me some things to tell the mother. That was about three weeks ago so I don't really know yet how much good it's doing.

Q: How do you use this information?

A: I use it to plan what I want to do with the students.

Q: Would you give me another example of giving a parent advice on how they can help a student at home?

A: O.K. The day before yesterday, I spent about thirty minutes with a parent telling them and showing them how to work on prepositions like over, under--you know.

III. C. Q: Do you ever make changes <u>during</u> therapy?

A: Oh, yes.

Q: Could you give an example?

A: I do it all the time, almost every session. Often I stay longer on a step than I had intended because I think the student needs more practice. Oh, one example is in a language group I have. There are three first graders in it. The last time I had them I changed my materials in the middle of the session because one of them brought in an ant farm, and they all were really distracted--so I just used the ant farm instead of the pictures I had here to use.

Q: After completing a therapy session, have you ever found it necessary to revise plans before the next session?

A: That's hard to say because for most students I make specific plans from one session to another. But I guess I do have in mind what I will do for several sessions at a time, and I do change that a lot.

Q: What kind of changes have you made?

A: Well, mostly it's whether I can go to the next step as I had planned or whether I have to stay where I am or go back to a lower level or change how I'm trying to do it. Like if I'm trying to teach a sound and the student is having trouble, I'll have to come up with some other way.

Q: As you move from one short term objective to another, do you find it necessary to change therapy procedures?

A: Yes.

Q: Could you give me an example?

A: Let's see...for the articulation case--the third grader--I was talking about. I changed her short range goals to include working on her willingness to talk instead of just working on production of sounds.

Q: On what do you base changes in long range goals?

A: On what I've found out about the student and the problem. Some of it would be based on test results and a lot of it on formal things--what I get to know about the student.

IV. A. Q: How did you develop your long range goals?

A: From my evaluation findings and from what was said in the IEP meeting.

Interview Tape C

I. A. Q: How informed would you say your faculty is of SLP program services?

A: Very informed.

Q: How did they receive their information?

A: We discussed it at a faculty meeting at the beginning of the year.

Q: What was your role in providing the information?

A: There are two therapists here, and she had been here before so I was just mainly introduced at that time, and she was the one that explained how the referral system would be set up, our evaluation procedings which would be going on at the beginning of the year and then, you know, when we would be beginning therapy and how that would work.

I. B. Q: How do you develop your initial schedule?

A: Discuss with the teachers, find out what the other therapy schedules are; we have motor and music. I like to find out what times they're doing language in the classroom, you know, that language particular activity and try not to take them out then.

Q: What other factors do you take into consideration?

A: Uh, about when to schedule?

Q: Uh-huh.

A: The little kids I like to see in the morning. They do a lot better before lunch. And also talking about having to get on the bus now, they need to be in the classroom so I usually stop therapy a little bit early, you know, not go right 'til 1:30, that has to be considered and around the lunch schedules.

Q: Who receives a copy of your schedule?

A: All of the teachers whose kids are on it. Since we have two therapists here and so I don't see a child out of every class, I only give my schedule to the ones I'm involved with.

I. C. Q: Is this your regular room while you are working at this school?

A: Yes.

II. A. Q: Describe the procedures used to decide if a student needs indepth evaluation?

A: Here the teachers refer. We have a lot of referrals. The children have been to DeKalb Evaluation Center or to Coralwood Center for an evaluation there already. They've been identified as needing further evaluation of a possible problem or that they do have a problem and at that point they're usually just put on our waiting list, but then we get those reports here and follow-up on them. Then for screening

a whole class or grade, we first usually give one test maybe from each different category in terms of auditory comprehension, verbal expression... We always give a language sample at the very beginning. I think that's a good way to look at overall language skills. An articulation test, if during the language testing it's apparent that he, just by observation, that he needs one. At that point then we would look at those and decide, look at the items themselves, and find out what areas he's breaking down in and if more indepth testing is needed. Then we'd go on to the ITPA. It has several subcategories or memory and visual reception and association and other, pull in any kind of test we can find to need, you know, further identify where the problem is, where the breakdown is.

II. B. Q: What general procedure do you use once a student is referred to you?

A: Before testing, I would want to talk to the teacher to find out what she thinks about it. Then I do the actual testing--for various problems--but only after the appropriate contact is made with the parents, the placement committee meets.

II. C. Q: Have you referred any of your students to another specialist?

A: Sort of. He, uh, I couldn't exactly refer to a neurologist, but I made a suggestion to the parents that they might want to have that checked out to determine if there were that neurological involvement, you know, a factor in a severe articulation problem.

Q: Have you followed-up on the referral?

A: The mother asked me to send something to the doctor. I wrote him a letter explaining our results and our concerns, and it's still in the process of being. The mother's taking care of it at this point.

Q: O.K.

III. A. Q: Name the tests or procedures you use most frequently with the different disorder areas and explain what information you obtain from each.

A: O.K. The TACL, the Test of Auditory Comprehension of Language, is, I like that a lot. It's a good screening sort of instrument because it covers everything in terms of syntax, vocabulary, sentence structure, verbs, plurals. I use the Peabody Picture Vocabulary Test a lot in terms of receptive vocabulary also, but we have to be careful with that here because it's not standardized for a lot of the population here so we have to think about that. The Zimmerman Preschool Language Scale, I use that a lot because it deals with different sorts of items than the other tests do. I try to pull from a lot of different tests that have varying items in them. This, the Preschool Language Scale, covers more school skills, colors, number concepts. It goes into memory though and some articulation in it, verbal expression, you know, opposites, being able things like that.

III. B. Q: Have you met with co-workers or parents about specific problems concerning students in therapy?

A: Yes

Q: Could you give examples of the persons you have talked with and the problems discussed?

A: Several times we have involved parents in the therapy program and it's been very successful. A parent discussion group was held weekly to talk about general guidelines that parents could follow at home. Those parents who did come seemed to be very interested and looked for ways to help. I think that our staff members benefitted from it too because it made us more familiar with the home setting those students live in and with what help we can expect from home...which isn't much most of the time. It <u>does</u> mean a lot when it happens though.

Q: Who else do you talk with about specific student problems?

A: Mainly teachers, even though sometimes I need to talk with other professionals. Quite often the teacher will be your main source of monitoring or follow-up on a student.

Q: How do you use this information?

A: What I find out should affect my planning, the goals I set... the more I know, the better job I can do.

III. C. Q: Do you ever make changes <u>during</u> therapy?

A: Yes.

Q: Could you give an example?

A: With my caseload, reactions to therapy are not always very predictable, so I often have to change the technique I'm going to use--often in the middle of a lesson--but I do that only when I feel a change is needed, of course--and sometimes changing doesn't help.

Q: After completing a therapy session, have you ever found it necessary to revise plans before the next session?

A: Oh, yes. In fact most of my planning is done between sessions. And it needs to be that way. I can plan much better after I've seen the way they respond to the past lesson. So I often change methods, materials, activities...from one session to the next.

Q: As you move from one short term objective to another, do you find it necessary to change therapy procedures?

A: Yes.

Q: Could you give me an example?

A: Just like I just said, the information I get from one session definitely influences what I can expect later. So my next objective is, or at least should be, influenced by how well we met the last one.

Q: On what do you base changes in long range goals?

A: How well I get to know the student, how well he responds to therapy daily and over the long run...several factors...how the student... if he changes during the process of therapy--his motivation, test results...so many things... We get feedback from other therapists... we observe each other periodically so they often can add to what you know about the student.

IV. A. Q: How did you develop your long range goals?

A: Looking at the test, and long range is just the general area of either it's articulation or it's language, and if it's language or fluency or voice, I haven't mentioned any of those because I don't have any of those kids at the moment. In terms of language, I would make, I make my long range goals very broad. I mean, I don't even include in them either, what area of language is, either receptive or expressive or both in language.

Interview Tape - D

I. A. Q: How informed would you say your faculty is of SLP program services?

A: I would say they're informed extremely well right now. With public education laws as is, the inservices that have occurred in the last couple years on speech therapy so even though we have a very large faculty here, I think they're pretty well informed as to where to go, who to see, and how to make a referral.

Q: What was your role in providing this information?

A: I had no role at all.

Q: O.K.

A: I'm a new teacher. Everyone did it before me.

I. B. Q: Alright. How do you develop your initial schedule?

A: What I do is collect all their schedules at the beginning of the year or at the beginning of the quarter and try to make out a schedule that coincides with their classes and with my school's, being that I'm an itinerate teacher traveling around to three different schools, and it's a very complex job particularly at the high school level where you have different quarter changes, different schedule changes, different time and bell changes in each of those three schools, and that's a very difficult process. Probably the most difficulty I have.

Q: What factors do you take into consideration?

A: Oh, what the kid's doing in the classroom and that sort of thing.

Q: Who receives a copy of the schedule?

A: My lead teacher, my lead assistant teacher, principals, secretaries, and I usually give a copy to most of the special ed. teachers in each school because it seems like I deal with a lot of their students so it's kind of helpful to them.

I. C. Q: Is this your regular room while you are working at this school?

A: Yes.

II. A. Q: O.K. Describe the procedures used to decide if a student needs indepth evaluation.

A: Uh-huh. I would say what usually happens, unless a child is on a continuing caseload where he meets therapy from, the previous year, of course that's how caseloads are established so I know that I'm picking up someone from next year that's been recommended.

Most of it is done on a referral basis where a teacher within a school says hey, I think that so-and-so has a particular speech problem, and he needs some help. At this point, referral process is started. Parents are contacted, and after all those things are completed then the diagnostic and evaluation procedure is then put into place. Except for our hearing screening where in this county for example this year we are screening particular grade levels and everyone is screened. It's a mass screening device, I believe the eighth grades and twelfth grade is being screened, but hearing is done a little differently, right, because it is a little different.

II. B. Q: What's your procedure once a student is referred to you?

A: The first thing that is usually done is I have to fill out a particular form, 105 and 101, and what I have to do is send the forms home to the parents saying that the child has been referred for speech therapy and that they're informed of all their rights under the laws and so forth and that they would release this child to me for a period of time for testing and evaluation to determine, you know, if in fact he does have a communication problem, and he should be referred for therapy.

Q: O.K.

A: Cause sometimes I get referrals and they're students who need therapy and some that do not so it's a lengthy process. I think it works, but it seems like there are a lot of forms you need to fill out, you know, and a lot of procedures that sometimes take a little time as compared to old speech therapy. They started the next day, and that doesn't happen anymore.

II. C. Q: Have you referred any of your students to another specialist?

A: No; no I haven't. I haven't had any students where I have had to do that. I know that I have several students who, you know, have been under referral before, but I have not had to make referrals myself.

III. A. Q: Name the tests or procedures you use most frequently with the different disorder areas and explain the information you obtain from each?

A: Right. County has a pretty good diagnostic and testing equipment. At high school level, we've been trying to find a very good language test. More recently, being that I'm new speech therapist here in this county, the Detroit Language Test has been really fine, and I've used it about two or three times and it seems to be really helpful in identifying, you know, certain problems of language, syntax, morphology, and so forth. I would say that other than that we have a lot of good profile scales for voice, for stuttering. We use a lot of the traditional tests for articulation, the Goldman-Fristoe and I'm kind of searching for tests right now too; I have some that I've used a lot in the past, but I'm still using those trying to find some new ones too. But we have a large selection of tests so that if there is a particular problem, we can at least go and get ahold of a good test and evaluate. This information helps me in everything I do to plan for the student's therapy.

III. B. Q: Have you met with co-workers or parents about specific problems concerning students in therapy?

A: Sure

Q: Could you give examples of the persons you have talked with and the problems discussed?

A: Well, last week I talked with two parents about how their kids needed therapy--we have to do that you know.

Q: Could you give other examples?

A: Let's see, I've called one parent because the child kept on not bringing in his checksheets. He would say he left them at home, so I called the mother to see about it.

Q: How do you use this information?

A: Well, when I called the mother she told me that he hadn't been bringing any checksheets home so I quit giving them to him.

Q: Do you give parents advice on how they can help their children at home?

A: Sometimes when I think it would help. I mean, with a lot of parents it wouldn't do any good.

Q: Could you give me an example?

A: I've sent practice sheets home for one child with an articulation problem, but I'm not sure whether the parents are helping with them or whether he just, you know, practices on them.

III. C. Q: Do you ever make changes <u>during</u> therapy?

A: Oh, sure.

Q: Could you give me an example?

A: Almost every session requires some kind of changes. Unless you know, you're at a place in therapy where either the student sort of isn't going anywhere much and you have to keep on repeating the same thing.

Q: After completing the therapy session, have you ever found it necessary to revise plans before the next session?

A: Well, not really I guess because I usually don't make plans except for one session at a time so I just plan a session from what happened last time.

Q: As you move from one short term objective to another, do you find it necessary to change therapy procedures?

A: I guess, but this is my first year, and school hasn't really been--I mean it's been just about four or five weeks since therapy started so I haven't had to do much of that yet. But when the students start reaching those objectives I will.

Q: On what do you base changes in long range goals?

A: Like I said there really hasn't been any time for that. For most of my students those had been written last year so it will be a while, you know, before they get changed. I know there will be several that I'll need to change the long range goals for at the end of the year, but now we're still on the old ones.

IV. A. Q: How did you develop your long range goals?

A: Most of them were developed for me. Ah, no. As I've said when I came here as a new speech therapist this year, most of the caseloads and the students that I had, the long term goals were written and established or like re-reviewed or established at the end of last year so they were there for me.

Interview Tape E

I. A. Q: How informed would you say your faculty is of the SLP program services?

A: They're pretty well informed. They know all the referral procedures and ask me questions if they have any questions about referring a specific case, either my services or somebody else's services. In general, I'd say they're pretty well informed.

Q: What was your role in providing the information?

A: I did not have faculty inservices per se. Our special ed coordinator for the school had and there's been handouts through the teacher mailboxes.

I. B. Q: How do you develop your initial schedule?

A: I try to work it out the best I can with the teachers. I go to them, work it out so it's not interferring with music, PE, lunch, and breaks, and so they miss as little of the academic areas as possible.

Q: Who gets a copy of the schedule?

A: I don't give them--the principal has a copy. But I don't give out my schedule. I let the teachers know when their kids are coming to speech and they have it written down and everything. And the students, for the most part, I have to go get them. The teacher doesn't have a clock in her room or anything - the child won't know when to come - but some do come on their own, if they are aware of the time and everything - the days of the week and when they're supposed to come.

I. C. Q: Is this your regular room while you are working at this school?

A: Yeah.

Q: Do you share it with other people?

A: No.

II. A. Q: Describe the procedures used to decide if a student needs indepth evaluation.

A: O.K. For this year, for kindergarten, readiness, and first graders, we screened all the kids in those 3 grades. It took a long time and we finally finished maybe a couple of weeks ago. We gave them a real simple articulation test and then a language battery. It took maybe 7-8 minutes per child. As far as the older grades, there isn't a screening right now, but the teachers refer them and if they don't need therapy I explain it to the teachers. If they do I start them into the due process procedure. After the initial evaluation, I would - depending on the problem - give I

guess a full battery - like an articulation test - I'd give them the Goldman-Fristoe Articulation Test. A language test, depending on the age, - the Preschool Language Scale or if they're older, maybe parts of the Detroit Learning Aptitude Test or the Utah Language Test. In that I'd get a speech sample hopefully on tape and I would listen for fluency - if there was any kind of stuttering problem - voice problems. I would give them an oral peripheral examination of how well their mouth is functioning. And then just engage in some general conversation to see how well they can generalize concepts - things like that.

II. B. Q: What general procedure do you follow once a student is referred to you?

A: O.K. They're referred by a teacher. I would go call parent and see if I could just talk with their child briefly for a couple of minutes. If they say yes, I would. I would talk with the child and if I think it's necessary, just from that brief conversation, send home the parental permission for testing and get that back and have their hearing and vision done. Once that was completed I'd bring them in here for that battery of testing.

II. C. Q: Have you referred any of your students to another specialist?

A: No, I haven't had a need to this year - I have in the past referred for LD or MH.

Q: Could you give me an example of how you followed up?

A: Uh...Well let's see. Last year there was a student when I was in another county - just - it took them a long time to grasp things and so - and from some results of the DTLA I gave him, I think that he might have a learning disabilities problem, so I initiated the placement there. You fill out the form for learning disabilities - I can't say there was any follow-up because it was at the end of the year last year or towards the end of the year. But I did my part and they hadn't at the end of the year tested him yet for L.D.

III. A. Q: Name the tests or procedures you use most frequently with the different disorder areas and explain what information you obtain from each.

A: Like for the articulation I would use the Goldman-Fristoe test most often. There are other articulation tests that can be used for proficiency of how they're saying all the sounds correctly and how they put them into speech. Sometimes they can do the words very well but when they put them into speech it breaks down. And you might want to use the conversation part of the test or the sentence part of the test to see how well it works in conversation and in the articulation part also you do the oral peripheral to see how well their mouth is functioning and if they are capable of making the sounds - tongue top movements, things like that.

Q: O.K.

A: Language - you can generally see that a lot in their grades in class. The teacher can help you out a lot there. I would, of course it depends on the age again, perhaps the Preschool Language Scale - the Test of Language Development, it's real good - it's more of a general test. It has several areas from which you can pull auditory memory or grammar areas. And then you get another test, the Auditory Comprehension Test for Language to test different concepts. Let's see. And all that would indicate how the language skills are functioning - how well they're processing. Give expressive areas - how well they can say what they're thinking about. Receptive for their understanding different areas. Almost all test results can be used to decide if a student needs therapy, so that's what I use it for first--to decide what recommendation to make.

III. B. Q: Have you met with teachers or parents about specific problems?

A: Yes, quite often.

Q: Could you give examples of the persons you have talked with and the problems discussed?

A: Several times I have talked with a teacher who sends one or more children to my class--to discuss the child's progress, ask the teacher to monitor his speech behavior in class...and most of them are very responsive...to a degree.

Q: How do you use this information?

A: A teacher can usually give information about a child that I would have difficulty getting any other way...like his behavior in class...I need that to monitor his carryover...to decide whether he needs more direct work with me.

Q: Do you give parents advice on how they can help their children at home?

A: Yes, but not very often.

Q: Could you give me an example?

A: One parent I remember was very interested in how well her son was doing in therapy...almost too interested...I felt she was probably pressuring him too much at home...so when she asked what she could do, I used the appointment to counsel with her about what she should and what she should not do!

III. C. Q: Do you ever make changes during therapy?

A: During a therapy session?

Q: Yes.

A: Yes, sometimes.

Q: Could you give me an example?

A: Well, just yesterday, in one of my artic groups, it was obvious that I was getting nowhere with two out of the three boys I was working with...the task I chose was too difficult, so rather than wasting their time, and mine too, I switched back to what we had done the last time and started modifying that...it worked fine.

Q: After completing a therapy session, have you ever found it necessary to revise plans before the next session?

A: Yes...In fact, I don't plan for the next session before the current one is finished...And then, obviously, my plans are based on how well the student was able to achieve that lesson's objectives.

Q: As you move from one short term objective to another, do you find it necessary to change therapy procedures?

A: Not usually...I tend to stick with those things that work well for me in the past. I used to try most everything that came out new, but I quickly found out that there were certain procedures that tend to be most successful, so I use those repeatedly.

Q: On what do you base changes in long range goals?

A: Well, on information I get from therapy results, from any further testing I've done with the child...Maybe just from knowing the child better I will change to what I think is a more realistic goal for him.

IV. A. Q: How did you develop your long range goals?

A: Uhm...Generally, just determine with the parent and the teacher what you want their ultimate goal to be. If it's articulation you want them to produce all the phonemes correctly. And, uh, you know you pick the highest level where you'd like to see them and then work from there.

Interview Tape F

I. A. Q: How informed would you say your faculty is of SLP program services?

A: The faculty here always stays very well informed cause I'm here three full days and two half days and, like at the beginning of the year, I explained the services that are offered and consult with the teachers, you know, everyday on an informal basis so they know what I'm doing, who I see, and what type kids I see.

I. B. Q: How do you develop your initial schedule?

A: With great difficulty (laugh). What I do, the ones that are identified from the previous year plus the ones who have been identified through referrals and screening after the evaluation and the decision to place in therapy, I have to get out a copy of the remedial reading group (their class schedules) and try to group children with children their own age, with the same artic. errors, or the similar language type group and consult with the teachers and give them several options and then devise a therapy schedule.

Q: What other factors do you take into consideration in your scheduling?

A: Well, I like to, if I can, I don't like to take the primary grades in the morning when they're having reading. I try not to take them from their activity period, primarily in the afternoons, but I can't always do that. And I don't like to take them from their, I never take from their remedial programs like math and reading. So whatever the teacher feels is the best time is usually what I decide to do.

Q: Who receives a copy of your schedule?

A: The weekly, the one that I gave you?

Q: Uh-huh.

A: Each teacher gets a copy which they post in the rooms to remember when to send the kids. The principal has a copy, and I have a copy.

I. C. Q: Is this your regular room while you are working at this school?

A: Right.

Q: Do you share it with other personnel?

A: No.

II. A. Q: Describe the procedures used to decide if a student needs indepth evaluation.

A: At the beginning of the year I talk with all the teachers during a faculty meeting to describe the screening program I will use and the part they will play in it. I go over the referral procedures, about how they can listen to the students in their room

and then refer any to me who they notice sounding like the speech patterns I've described to them. I either play tapes or imitate all the major types of speech and language problems for them so they will know what to look for. I'll then follow the usual due process procedure in arranging to test all those who are referred by the teachers. I also test all second graders every year--just at a screening level--to find those who need evaluation.

II. B. Q: What general procedure do you follow once a student is referred to you?

A: Alright. At the beginning of the year, you say the form that I sent out where they just write the name and the problem and comments. After that, I give the teacher an initial and confidential referral form which they fill out. And then they have a hearing and vision screening after which I send out permission for evaluation, it's the due process procedure, permission for evaluation. What I do for the evaluation is bring the child in, and I try to give him a comprehensive evaluation for artic., language, voice, fluency and look at the oral mechanism, the hearing and vision is already done. And on the basis of those tests, I recommend or don't recommend therapy.

II. C. Q: Have you referred any of your students to another specialist?

A: I referred three last year to a laryngologist which was pretty much of a problem because these, the kids in this area, are low income, so what the problem with that was that they didn't have the money to pay for the laryngeal, but the CESA Area V speech and hearing group set up a laryngeal clinic for an examination, and they took them at that time.

Q: How have you followed up?

A: I have received the results of the examinations and used them in deciding that the students did or did not need therapy.

III. A. Q: Name the tests or procedures you use most frequently with the different disorder areas and explain what you obtain from each.

A: Alright. I primarily give the Fisher-Logemann Artic Test to get an idea of the artic. errors and the TACL, Test for Auditory Comprehension of Language, I use that a lot; it has some limits though, in that it's only normed up to six or seven I believe, and I have to, I give the test, but don't write the results down and use it for my own therapy needs. I also give the Carrow Elicited Language, sometimes. If I feel that the child needs a more in-depth language evaluation, I'll give the additional language test. Get a language sample, I mentioned that in the portfolio.

Q: Uh-huh.

A: My voice and fluency evaluations are usually informal. I'll write down voice and either check if it's alright or write down some characteristics of the voice if I notice some that

are deviant. Fluency is informal also. Then the oral mechanism, I, it's really hard to get a good look in most of these kids but I just check the oral mechanism and make sure, look for enlarged tonsils and the normal structure. Not all of this information is specifically helpful, but most of the results lead me to a better idea of what the problem is and how to plan therapy--even where to begin.

III. B. Q: Have you met with co-workers or parents about specific problems concerning students in therapy?

A: Yes, both teachers and parents.

Q: Could you give examples of the persons you have talked with and the problems discussed?

A: Well, one I remember that happened fairly recently involved both a teacher and a parent. One of my fifth graders had reached a point where he was near dismissal, but just couldn't seem to get interested in working hard enough outside of therapy to get the consistency of production that we were shooting for. I asked to talk with his primary teacher and his mother to see if together we could find some way of motivating him...and it worked! They each became real interested in helping solve the problem and made good suggestions on how they could each help out with Rob. We met only once...together...but I talked with each of them later. We all began to see a change after some of our suggestions were started at home and through some of his class activities. It really paid off in this instance to include his mother and teacher.

III. C. Q: Do you ever make changes <u>during</u> therapy?

A: Oh, yes.

Q: Could you give me an example?

A: Quite often, it's pretty clear that some activity I've planned is not working and obviously something needs to be changed or else it's a waste of time. So I either try to modify what we're doing, or go on to the next thing I've planned, or just stop the lesson for then. Just do something!

Q: After completing a therapy session, have you ever found it necessary to revise plans before the next session?

A: Sometimes, but not often.

Q: What kinds of changes have you made?

A: Well, what happens in one session should lead to plans for the next one--but if I had already made rough plans for several therapy sessions in a row, for a group usually, then several times that general planning has to be changed--slowed down. change directions...some sort of change based on how the group responded to therapy.

Q: As you move from one short term objective to another, do you find it necessary to change therapy procedures?

A: Yes, sometimes.

Q: Could you give me an example?

A: Anytime you find that a certain therapy technique doesn't work with a particular student, you then tend to plan something different the next time.

Q: On what do you base changes in long range goals?

A: On several things, but mainly how well the student does in therapy...how easily has he met the short term objectives... how this changes the picture of what he could really be expected to accomplish.

IV. A. Q: How did you develop your long range goals?

A: I used information from the several tests I gave to students... trying to set realistic projections of how much progress to expect.

Interview Tape G

I. A. Q: How informed would you say your faculty is of the SLP program services?

A: I think, well, they all know about it. They all know that the services are here, and if they need to refer someone for speech and language evaluation just contact me, and I will take it from there. None of them have asked me anything specific about a certain child, but they do know that the services are available.

Q: How do they receive their information to know about the program?

A: At the first meeting, pre-planning faculty meeting, because I was new to the staff, I was introduced and the principal let them know that the school was having a new speech therapist this year so they knew what was going on.

Q: What is your role in providing this information?

A: None, not at the faculty meeting. Some teachers asked me certain things later about the program, and I will talk to them, those specific teachers.

I. B. Q: How do you develop your initial schedule?

A: If you can group them having all language groups at one time or articulation therapy at one time, that's ideal for scheduling. You also take into consideration, age. You wouldn't want a first grader with an upper level student. All of these are the ideal things that should be done if you can work it out. It's hard to schedule because there are so many things children are not suppose to miss in their curriculum. You can't miss reading and math and P.E. and a lot of other courses so you have to kind of work around a lot of things. The group that I have today are language and articulation at the same time. They're grouped by age and grade level and the language children are doing the similar type things as the student who's working with several phonemes. And I try to work it out as to when I'm here at this school, what grade those children are in, and if they have anything in common, any type of similarity in their problems.

Q: Who receives a copy of your schedule?

A: The principals and special education director.

I. C. Q: O.K. Is this your regular room while you are working at this school?

A: Uh-huh.

Q: Do you share it with other personnel?

A: No.

II. A. Q: Describe the procedures used to decide if a student needs an indepth evaluation.

A: I get referrals from teachers and sometimes I will screen a whole class if a teacher thinks there are several students in the class who might need therapy.

II. B. Q: O.K. What general procedure do you follow once a student is referred to you?

A: Starting out, well usually the classroom teachers will say, "There's a kid, and I think he needs to be tested." And I go from there. I give, she fills out a referral form, and then when that's completed, I give her a form that has to be signed by the parent to give permission to test a child. And between two and three weeks after I've gotten that back, I do an evaluation. If the child needs to be in the program, then we do, we have a placement committee meeting. We send parental permission forms to let the parent know that the child was evaluated, but we think he needs to be in speech, and they agree upon that. Let them know about when and where this meeting's going to be held and let him have some input into what needs to be done to improve their child's speech and language.

II. C. Q: Have you ever referred any of your students to another specialist?

A: No.

Q: Why not?

A: Because my students don't seem to have problems that another specialist would be able to handle.

III. A. Q: Name the tests or procedures you use most frequently with the different disorder areas and explain what you obtain from each.

A: For articulation testing I use the Arizona or the Goldman-Fristoe. I use them to let me know what sounds the student has in error in what positions and positions in which they are said correctly. For language I use the Bankson and the PPVT and the TOLD mostly. These tell me about the student's ability to use different aspects of language, like: vocabulary--does he know what words mean? syntax--does he put his words together correctly? auditory memory--can he repeat a sentence after you. I use this information to plan therapy, to write objectives for the students. So I can decide what they need to work on first.

III. B. Q: Have you met with teachers or parents about specific student problems?

A: Not yet, except at placement meetings.

III. C. Q: Do you ever make changes during therapy?

A: A lot.

Q: Could you give an example?

A: Especially with this voice group I have, I have to constantly change motivational type things during therapy. They are fourth graders and love to antagonize each other. I have to, on the spur of the moment, find something to get their minds off each other and back on therapy.

Q: After completing a therapy session, have you ever found it necessary to revise plans before the next session?

A: Oh yes, especially when the student seems stuck, sort of on a plateau. I might have the next step in mind but have to come up with additional activities for the next session that are still at the same difficulty level.

Q: As you move from one short term objective to another, do you find it necessary to change therapy procedures?

A: Again, yes.

Q: Could you give me an example?

A: Well one would be an EMR student that was just discovered about a month ago to have a hearing loss--so that really changed what my short term goals for the rest of the year are--I'm now going to do some intensive auditory training and working with the hearing aid when she gets it.

Q: On what do you base changes on long range goals?

A: On progress and on what the student's greatest needs seem to be.

IV. A. Q: How do you develop your long range goals?

A: From what I find out from the evaluation.

SPAI TRAINING CONFERENCE
Rating Sheet for Training Sets and Check-outs

TAPE CODE: _____ NAME: _____

DATE: _____

	First Choice	Second Choice		
I. A			P I	Informs faculty of program services.
B			P I	Develops work schedule.
C			I	Maintains physical environment.
II. A			P I	Implements screening/referral procedures.
B			P I	Follows through on referrals to program.
C			I	Makes referrals for further evaluations.
III. A			P I	Obtains diagnostic information.
B	a b c d	a b c d	I	Obtains information from others.
C	a b c d	a b c d	I	Revises therapy as needed.
IV. A			P I	Develops long range goals.
B			P	Develops short term objectives.
C			P	Uses standard English when writing.

	First Choice	Second Choice		
IV. D			P	Records program and student information.
V. A			P O	Therapy approaches meet student needs.
B			O	Implements therapy activities in logical sequence.
C			O	Materials compatible with student needs.
VI. A			O	Provides stimuli or cues during therapy.
B			O	Reinforces student responses.
C			O	Obtains adequate responses.
VII. A			O	Students understand instructions/ explanations.
B			O	Provides motivating activities.
C			O	Records responses.
D	a b c d	a b c d	O	Maintains involvement of students.

Speech-Language Pathology Assessment Instrument
School Practice Procedures

RAC personnel will coordinate two school practice assessments for each SLP trainee. The following procedures should be followed in carrying out the assessment process:

Responsibilities	Tasks
	1. Selection of SLPs to be assessed.
RAC	a. RAC or trainee identifies potential SLPs for practice assessment. The SPAP provides blank permission forms for signing by the appropriate superintendent or designee.
RAC	b. Permission is obtained from the appropriate school system superintendent and agreement is obtained from the SLP. SPAP provides permission forms; the RAC returns a copy of the form signed by the superintendent and SLP and sends the original copy of the form to SPAP.
	2. Local arrangements for school practice.
RAC	a. RAC selects assessment team: one RAC DC (must have received SPAI briefing) and one SLP DC (from list of endorsed data collectors). It should be noted that a fourth team member (administrator) is used only for certification assessments and not for school practice.
RAC	b. RAC initiates School Practice Checksheet (SPAP 2) for each SLP to be assessed.
SPAP	c. SPAP provides school practice forms to RACs: information and check sheets for the SLP and assessment team members.
RAC	d. The RAC provides assessment materials (SPAI, response forms, etc.) to the SLP being assessed and to member(s) of the assessment team.
RAC	e. The RAC data collector confirms time and place with the two other assessment team members.
RAC	f. The RAC notifies appropriate LEA personnel of the time and place for assessment.
SLP	g. The SLP prepares portfolio materials for one individual/group and, before the date of the assessment, places them in the location designated by the RAC.
SLP	h. The SLP makes any necessary arrangements for an observation/interview site if it will differ from the regular therapy room.

Responsibilities	Tasks
SLP	i. The SLP completes the SLP Information Form (SPAP 3).
SLP	j. The SLP provides confidentiality access form.
	3. School Practice Sessions.
Assessment Team	a. The SLP-DC and SLP trainee arrive at the school site in time to review portfolio materials prior to the interview/observation sessions. The review of portfolio should begin at least 1½ hours before the scheduled therapy observation time. Although the SLP-DC and SLP trainee will review portfolio materials at the same time, there should be no discussion of the materials as they are being reviewed. The RAC-DC also should arrange to review the materials prior to the interview.
Assessment Team	b. The interview follows the portfolio review and is conducted by the SLP trainee with the SLP-DC and RAC-DC present. It is appropriate for any team member to participate in follow up questioning.
RAC-DC	c. On the basis of portfolio and interview data, the RAC-DC completes an SPAI Response Form.
SLP-DC, SLP trainee	d. The SLP is observed in therapy by the SLP-DC and SLP trainee with each observing the same session.
SLP-DC, SLP trainee	e. The SLP-DC and SLP trainee each complete (without comparing scores) the SPAI Response Form.
	4. Collection and Forwarding of Forms.
RAC-DC	a. The RAC-DC collects the SLP Information Form (SPAP 3) and Response Forms which have been completed by the assessment team members.
RAC	b. The RAC reviews all forms for completeness and computes inter-rater reliability. Reliability is considered adequate if minimum level (pass-fail) agreement reaches 70%.
RAC	c. The RAC mails the following items to the SPAP office: (1) School Practice Checksheet (SPAP 2) (2) SLP Information Form (SPAP 3) (3) Response Forms completed by the three assessment team members (4) Inter-rater reliability results
SPAP	5. SPAP will inform the SLP by mail (SPAP 9) of the ratings assigned in the assessment process.

Speech-Language Pathology Assessment Instrument

RAC School Practice Checksheet

_____ Regional Assessment Center

SLP Assessed: _____ Data Collectors:

Social Security No.: _____ RAC Data Collector: _____

School System: _____ SLP Data Collector: _____

Office/Base School: _____ SLP Trainee: _____

Telephone: _____

Date Completed:

_____ Permission form (original) sent to SPAP.

_____ Assessment materials sent to SLP being assessed.

_____ Materials provided to members of the assessment team.

_____ Time and place arranged for interview and observation with SLP and assessment team.

_____ LEA notified of time and place for assessment.

_____ Inter-rater reliability determined.

_____ Mailed to SPAP:

(1) School Practice Checksheet (SPAP 2)

(2) SLP Information Form (SPAP 3)

(3) Assessment Response Forms

SLP Data Collector (SLP 2.1b)

SLP Trainee (SLP 2.1b)

RAC Data Collector SLP 2.1a)

(4) Inter-rater reliability results

_____ Copy of School Practice Checksheet (SPAP 2) retained for RAC files.

SPAP 2 (9/83)

Speech - Language Pathology Assessment Project

Date: _____

INFORMATION FORM FOR SLP ASSESSED IN SCHOOL PRACTICE

SLP Name: _____ SS# _____

School System: _____

Address: _____ Home Address: _____

_____ _____

Telphone: _____ Telephone: _____

CERTIFICATION

Teacher Certification: _____SLP-4 _____SLP-5 _____SLP-6 _____DD-7

_____Other: _____

ASHA Certification (CCC-SP) _____YES _____NO

GA Licensure (Sp Path) _____YES _____NO

PROFESSIONAL EXPERIENCE (Exclude current year)

_____ years SLP

_____ years Other teaching areas

_____ years Total--all areas

ACADEMIC PREPARATION

YEARS	INSTITUTION	MAJOR	DEGREE CONFERRED

*PLEASE GIVE THIS FORM TO THE RAC DATA COLLECTOR AT THE INTERVIEW SESSION.

GEORGIA DEPARTMENT OF EDUCATION
TEACHER PERFORMANCE ASSESSMENT

SPEECH-LANGUAGE PATHOLOGY ASSESSMENT INSTRUMENT (SPAI)
RESPONSE FORM

89

A. SSN of SLP Assessed	B. Code		C. Date		D. Data Collector SSN	E. Assessment Activity	
	System	School	Mo.	Yr.		*	**

RAC Data Collector or Administrator use only

I A. 1 2 3 4 5 B. 1 2 3 4 5 C. 1 2 3 4 5	IV A. N/A B. N/A C. 1 2 3 4 5 D. 1 2 3 4 5	* A - RAC Data Collector * B - Administrator ** - No. of Assessment I hereby affirm that all assessment procedures were followed as required.
II A. 1 2 3 4 5 B. 1 2 3 4 5 C. 1 2 3 4 5	For indicators having numbered ratings only, circle one and only one number in response. OR For indicators having numbered and lettered ratings, circle one number or the appropriate letter or letters in response.	Data Collector Signature Date
III A. N/A B. 1 a b c d C. N/A		

GEORGIA DEPARTMENT OF EDUCATION
TEACHER PERFORMANCE ASSESSMENT

SPEECH-LANGUAGE PATHOLOGY ASSESSMENT INSTRUMENT (SPAI)
RESPONSE FORM

A. SSN of SLP Assessed

B. Code — System | School

C. Date — Mo. | Yr

D. Data Collector SSN

E. Assessment Activity — * | **

SLP Data Collector use only

I	IV	VI
A. 1 2 3 4 5	A. 1 2 3 4 5	A. 1 2 3 4 5
B. 1 2 3 4 5	B. 1 2 3 4 5	B. 1 2 3 4 5
C. 1 2 3 4 5	C. 1 2 3 4 5	C. 1 2 3 4 5
	D. 1 2 3 4 5	
II	**V**	**VII**
A. 1 2 3 4 5	A. 1 2 3 4 5	A. 1 2 3 4 5
B. 1 2 3 4 5	B. 1 2 3 4 5	B. 1 2 3 4 5
C. 1 2 3 4 5	C. 1 2 3 4 5	C. 1 2 3 4 5
III		D. 1 a b c d
A. 1 2 3 4 5		
B. 1 a b c d		
C. 1 a b c d		

For indicators having numbered ratings only, circle one and only one number in response.

OR

For indicators having numbered and lettered ratings, circle one number or the appropriate letter or letters in response.

* C - SLP Data Collector (Interview Leader)

* D - SLP Data Collector

** - No. of Assessment

I hereby affirm that all assessment procedures were followed as required.

Data Collector Signature Date

Speech - Language
Pathology
Assessment
Project

555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

Dear

Thank you for participating in the school practice assessments with the Speech-Language Pathology Assessment Instrument.

Find attached a summary of the ratings you received from the three persons who participated in your assessment. These results are being made available for your information only. They will be incorporated anonymously in SPAI data analysis. The information will not be identified by name to any person other than yourself. Refer to your copy of the SPAI and the orientation materials in order to interpret your ratings.

Sincerely,

Joan D. Berryman, Ed.D.

W. R. Neal, Jr., Ed.D.
Co-directors

Attachment

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An Equal Opportunity/Affirmative Action Institution

SPEECH-LANGUAGE PATHOLOGY ASSESSMENT INSTRUMENT

Profile for School Practice

Name _____ School System _____

Assessment Date _____

This profile is for your information only. The ratings were assigned as part of the training process for SPAI data collectors and may, therefore, lack satisfactory reliability. These results may not be used for any certification purpose.

Indicator		Ratings		
I	A	Informs faculty			
I	B	Develops work schedule			
I	C	Maintains physical environment			
II	A	Screening/referral procedures			
II	B	Referral follow through			
II	C	Refers for evaluations			
III	A	Obtains diagnostic information			
III	B	Information from others			
III	C	Revises therapy			
IV	A	Long range goals			
IV	B	Short term objectives			
IV	C	Writes standard English			
IV	D	Records information			
V	A	Appropriate therapy			
V	B	Logical therapy sequence			
V	C	Materials compatible			
VI	A	Stimuli or cues			
VI	B	Reinforces responses			
VI	C	Adequate responses			
VII	A	Students understand			
VII	B	Motivating activities			
VII	C	Records responses			
VII	D	Maintains involvement			

SPAP 9 (9/83)

Speech - Language
Pathology
Assessment
Project

555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

March 12, 1984

M E M O R A N D U M

TO: SPAI 1983-84 Trainees

FROM: SPAP Staff

RE: SPAI Debriefing Seminar

Mark your calendars! This year's SPAI Debriefing Seminar is scheduled for Friday, May 4, 1984. Attendance is required in order to qualify for data collector certification endorsement and SDU credit. We will be discussing your experiences with practice assessments as well as any changes and/or revisions for Fall, 1984.

In preparation for this meeting, these enclosed forms need to be completed and returned to SPAP no later than April 13, 1984:

(1) Critique of Assessment Activities - You need not restrict your comments to the suggested areas. Use the last page for additional reactions or concerns regarding other aspects of your assessment experiences.

(2) Reservation Form - This confirms whether or not you will be able to attend as well as any accomodations for Thursday night. This applies only to those living more than two hours away.

The Debriefing Seminar will be held in the GAE Headquarters Building, 3951 Snapfinger Parkway, Decatur on May 4th from 9:00 a.m. to 4:00 p.m. For your convenience, we have included a map to the meeting site. All participants will be reimbursed for the registration fee ($8), mileage expense and lodging, if applicable.

We will be in touch with you concerning final arrangements and look forward to seeing everyone on May 4, 1984!!

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Enclosures

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Speech - Language
Pathology
Assessment
Project

555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

Debriefing Seminar
May 4, 1984

Please circle the appropriate response and return to the above address.

I will / will not attend the Debriefing Seminar on May 4, 1984.

I will / will not need a reservation for Thursday night, May 3, 1984.

- - - - - - - - - - Return no later than April 13 - - - - - - - - - -

_____
Name

_____
Date

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An Equal Opportunity/Affirmative Action Institution

SPAI Seminar

GAE Building
Decatur, Georgia
May 4, 1984

Please use this outline to summarize your comments concerning the various phases of the 1983-84 SPAI activities in which you participated. You need not restrict your comments to the suggested areas.

Please note that only the last page of this form is to be turned in at the end of the meeting.

I. Training

Suggested areas for comments:

1. General adequacy of training

2. Suggested changes in training based on your field testing experiences

II. Field Assessment Procedures

Suggested areas for comments:

1. Need for RAC/LEA personnel orientations; specific suggestions
2. Need for orientation of SLP being assessed; specific suggestions
3. Data collector interaction
4. On-site logistical arrangements/problems
5. Coordination of assessment activities

III. Instrument

Suggested areas for comments:

1. Adequacy of SPAI instructions for the SLP
2. Difficulties in use of specific indicators/descriptors
3. Methods of feedback to SLP
4. Suggestions for printed format of SPAI and Recording Forms
5. Suggestions regarding portfolio

IV. Additional comments and/or concerns.

SPAI Data Collector
Debriefing Conference
GAE Building
Decatur, Georgia
May 4, 1984

Agenda

8:45 a.m. - Registration (Coffee, Juice, and Danish)

I. Introduction
   Overview
   Purpose

II. Training
   A. Training Conference
      1. Debriefing - handouts and comments
      2. Staff Development Units and Data Collector Endorsement
      3. Future Plans
         a. Training Tapes
         b. Criterion Ratings Conference
         c. 1985 Training Conference (4 days)
   B. Field Assessment Procedures
      1. Debriefing
      2. Project
         a. Minimum of one assessment
         b. Arrangements made by RACs

III. Instrument
   A. Debriefing
   B. Interview Probes
   C. Other

IV. Certification Assessments
   A. Review Procedures
      1. Orientation Brochure
      2. Questions/Answers from RACs
   B. Comments from Trainees
   C. The First Year
   D. Minimum Level Survey

Comments from 1983-84 SLP Trainees
SPAI Seminar
GAE Building
Decatur, Georgia
May 4, 1984

I. Training

a. Needed more practice in leading interviews, especially with probing. (4)
b. Difficulty understanding rationale of expert panel. More explanation was needed.
c. Contradictory information was given regarding controversial ratings of competencies.
d. Intense, but thorough.
e. Study sessions should be provided again.
f. Too much material was covered in a short time period.
g. Videotaped interviews would have been helpful.
h. Portfolios and videos need to be improved.
i. Instead of going over the history of SPAI development, use that time to go through a portfolio and demonstrate the method of assessing it.
j. Need more time on appropriate therapy.

II. Field Assessment Procedures

a. The assessed SLP did not seem aware that she could adjust her schedule with permission from the principal. As a result, there is too much time between interview and therapy observation. (3)
b. There should have been an opportunity to compare my results with the SLP-DC. (3)
c. RAC/LEA personnel did not make arrangements for SLPs to be assessed. I was left to do this.
d. I was given very little orientation as to the schedule of assessment procedures.
e. More orientation should be provided for the assessed SLP.
f. Notices of practice assessments should be sent to superintendents of the trainees.
g. Some trainees were called upon with very short notice.
h. RAC personnel contacted LEA so that everything was well planned and coordinated.
i. Did not make maximum usage of time.
j. Assessed SLP did not leave the room during scoring.
k. I learned alot from discussion with the SLP.

III. Instrument

1. Adequacy of SPAI Instruction for the SLP

a. There was confusion regarding the number of copies of the portfolio needed for field practices.

b. There should be more detail regarding "program and student summary records." SLPs do more "paperwork" than ever shows up in that portion of the portfolio.

2. Difficulties in Use of Specific Indicators/Descriptors

   a. I. C. Some SLPs are not allowed to use bulletin boards. Are administrators aware of the low ratings assigned because of this?

      III. C. "Moving from one short term objective to another" is unclear to most SLPs. They usually respond yes to changes in activities or levels of complexity, but not procedures.

      V. B. If the SLP has one main activity with several variations within the activity which are all in logical sequence and which provide for prerequisites, we are nebulous as to scoring.

      II. C., III. B., III. C. I received answers that were accurate but did not relate to any specific child. I was uncertain as to the adequacy of these responses.

      VII. B. SLPs misunderstood "variety" and went into therapeutic overkill.

      II. B. "Give me an example" does not always elicit a <u>specific</u> response.

3.

   a. SLP wants more immediate feedback--both verbal and written.
   b. Are there guidelines to follow so that after the final assessment we can talk professionally with the SLP?
   c. The situation is so formal. Is there a way to make SLP more relaxed?

4. Suggestions for Printed Format of SPAI and Recording Forms

   a. It would be helpful to use the training conference rating forms during assessments. This would provide room for writing comments; ratings could then be transferred to the standard form.

Other:

a. The minimal level should be marked on each indicator in the instrument.

Speech - Language
Pathology
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Project

555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

May 2, 1983

MEMO TO: 1982-83 SLP Trainees

FROM: SPAP Staff

RE: Completion of SPAI Training

In order for you to receive approval for SLP Data Collection Endorsement and/or 5 SDUs, you must do the following:

1. Please fill out both copies of the enclosed two forms.

   Green Form - 0070-A
   Fill in only 2, 3, 4, 6

   White Form - 0224
   Fill in Section I completely
   Fill in Section II B with the dates of your field assessments

2. Get your superintendent or designee to sign - lower right hand corner of the white form. (If you are not currently employed, get your old superintendent to do it.)

3. Return 1 copy of each form to the SPAP in the enclosed envelope.

4. Send 1 copy of each form to:

   State of Georgia
   Department of Education
   Office of Planning and Development
   Teacher Certification Services
   209 State Office Building
   Atlanta, GA 30334

jpg

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BEST COPY AVAILABLE

GEORGIA DEPARTMENT OF EDUCATION
TEACHER CERTIFICATION SERVICES
Atlanta, Georgia 30334

APPLICATION FOR CERTIFICATION
(SHORT FORM)

De Form 0070, Application for Certification and official transcripts of all applicable renewal credit must be submitted for certification renewal. Instructions appear on the back of this form. DE Form 0070 may be duplicated by your office if additional copies are needed.

TO BE COMPLETED BY APPLICANT (TYPE OR PRINT IN DARK INK.)

1. ☐ Renewal ☐ Duplicate ☐ Name Change ☐ NB to NT ☐ NB or NT to PBT ☐ Life

2. ☐☐☐-☐☐-☐☐☐☐ Social Security Number

3. ☐ Dr. ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss ☐ Other

Last Name _____ First _____ Middle _____ Previously Used _____ Month _____ Day _____ Year _____

Address where certificate should be mailed. No., Street, Box or Rt. _____ City _____ State _____ Zip Code _____

4. List name in which your most recent Georgia certificate was issued. _____

What type of certificate was issued? _____

5. Most recent academic record. It is the responsibility of the applicant to have official transcripts of all credit earned toward renewal submitted with this application. List credits earned for renewal since last Georgia certificate was issued.

COLLEGE CREDITS

SCHOOL, CITY, STATE	DATES ATTENDED	COURSES TAKEN

STAFF DEVELOPMENT

AGENCY OR SCHOOL SYSTEM	DATES ATTENDED	COURSES TAKEN

6. Signature of the Applicant _____ Date _____

7. Teacher Certification Tests and on-the-job assessments. (To be completed by applicants holding "N" type certificates.)

_____ (Month Year) the TCT was passed in the field of _____

_____ (Month Year) the on-the-job assessments were completed

8. *The following section must be completed by the designated official for all certification renewal of teachers employed in the public schools of Georgia.*

I certify that the attached renewal credit is related to the assessed needs of this teacher.

Superintendent _____

System _____

OR

I certify that the attached college credit is toward a high degree to be awarded by this college.

Advisor _____

College _____

9. *Superintendent's signature. (To be signed only if the applicant is requesting the issuance of a duplicate life certificate).*

I assure that this applicant has had a minimum of one full year of acceptable educational work experience within the past seven years.

Signature & Title _____

System _____ Date _____

FOR STATE USE ONLY

TYPE	FIELD	VALIDITY

☐ Reading
☐ Exceptional Child
☐ Teacher Cert. Test
☐ On-The-Job Assessments

REFERENCE NUMBER

_____

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DE FORM 0070-A, September, 1982

INSTRUCTIONS FOR DE 0070-A
Application for Additional Certification

The follcwing material will explain by number the items in the short application form:

1. Indicate the type of transaction which you wish to achieve. If none of the following catagories describe the type of transaction which you wish to make, please locate the DE 0070-B long form to make application.

   RENEWAL: This applies to renewal of any existing professional certificate or extension of a certificate after any outstanding special requirements have been met. Applications made for any provisional, emergency, or one year certification must be made on form DE 0070-B.

   DUPLICATE: This would be for the issuance of a duplicate of any existing valid certificate.

   NAME CHANGE: To change the name on any existing valid certificate.

   NB TO NT: Requests for this change should be made after the applicant successfully passes the teacher certification test and allows a reasonable amount of time for the automatic processing of such a certificate.

   NT TO PBT: Requests for this change should be made after the applicant successfully passes the on-the-job assessments and allows a reasonable amount of time for the automatic processing of such certificates.

2. Your social security number and your certificate number will be the same. Please fill the number in carefully.

3. List your complete legal name, date of birth and address to which you would like your certificate mailed.

4. List the name in which your most recent Georgia certificate was issued, as well as the type of certificate(s) most recently held.

5. List the academic and staff development credit earned toward the renewal of your certificate (if applicable). You should list the course number, title and institution to verify your records in the certification office. You must submit an official transcript of any course work or staff developments earned.

6. The applicant must sign and date the application form before processing can begin. Failure to sign the form will result in the return of the forms and a delay in the processing of your certificate.

7. For applicants holding certificates in the non-renewable category who are finishing the test and/or the on-the-job assessments and who have not been automatically issu a certificate, this information must be completed.

8. The signature of the superintendent or a college advisor must accompany all request for renewal unless the renewal credit was earned toward a field being added to the certificate under the advisement of the certification office. All other credit must be approved by a college advisor or an employing Georgia superintendent.

9. The superintendent's signature in number nine is required only if the applicant is the holder of a life certificate who has not had experience with a school system verified within the past seven years. The signature of the superintendent verifies that the required experience is documented and is on file in the central office.

(See back of form for instructions)

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
CERTIFICATION RENEWAL INDIVIDUAL PERMANENT RECORD
LOCAL STAFF DEVELOPMENT

Section I

NAME (Last, First, Middle, Maiden) (PRINT OR TYPE)	DATE OF BIRTH	ADDRESS (Apartment No., Street, P. O. Box) (City) (State) (Zip Code)	
SIGNATURE OF APPLICANT	SOCIAL SECURITY NUMBER	CERTIFICATE TYPE AND NUMBER	SCHOOL SYSTEM

Section II

A. PREPARATION PHASE						B. ON-THE-JOB PERFORMANCE PHASE		
(1) System/ Agency Approved to Provide Training	(2) Dates of Program	(3) Title of Staff Development Program	(4) State Major Purpose(s) of Staff Development Program	(5) Contact Hours	(6) Verification by Instructor	(7) State Major Competencies to be Demonstrated on the Job	(8) Date of on-the-job Observations and Data Collection	(9) Verification of Satisfactory Performance by on-the-job Evaluator(s)
Speech-Language Pathology Assessment Project	October 19, 20, 21, 1983	SPAI Data Collector Training	Proficient use of the Speech-Language Pathology Assessment Instrument	50	WKBrown	Two assessments of SLPs using the SPAI Follow-up seminar		WKBrown

FOR:

_____ SLP Data Collection Endorsement only

_____ SDU only

_____ SLP Data Collection Endorsement and SDU

SD840001 D546Q0

Based on review of evidence that the individual has satisfactorily completed both preparation and on-the-job performance phases, the above-mentioned applicant is recommended for 5 SDUs of credit for certification renewal.

124 WKBrown Speech-Language Pathology Assessment Project — 5/4/84

SIGNATURE OF CHAIRPERSON OF CERTIFICATION RENEWAL COMMITTEE OR EXTERNAL EVALUATOR — DATE

Based on the recommendation of the chairperson of the local certification renewal committee or a qualified external evaluator, I certify that the information on this form is correct.

125

SIGNATURE OF SUPERINTENDENT OR DESIGNEE — DATE

105

DE Form 0224, May 1978

INSTRUCTIONS FOR COMPLETING CERTIFICATION RENEWAL INDIVIDUAL PERMANENT RECORD

Georgia teaching certificates may be renewed upon completion of in-service education in an approved agency or local system staff development program. Certification renewal credit is based upon staff development units. Staff development units (SDUs) are based both on contact hours of instruction and on verification that the intent of the instruction has been implemented on the job. Ten contact hours of instruction equal one SDU. The minimum for any one training activity must be ten contact hours. Educational personnel will be permitted to earn a maximum of ten SDUs annually. SDUs must be completed after the beginning of the validity period of the certificate to be renewed. Instructions for filling out the form are given below. All blanks must be completed. PLEASE NOTE: INDIVIDUALS SHOULD NOT ATTEMPT CERTIFICATION RENEWAL THROUGH LOCAL STAFF DEVELOPMENT IN THEIR EXPIRATION YEAR UNLESS ON-THE-JOB PERFORMANCE ASSESSMENT CAN BE COMPLETED PRIOR TO JULY 1 OF THE YEAR IN WHICH THEIR CERTIFICATES EXPIRE.

SECTION I: The full name of the applicant should be given as well as a complete address, certificate number and social security number. **Do not use the school or local system's address as the address of the applicant.**

SECTION II: This section includes the specific information needed for awarding certificate renewal credit. To insure accuracy and credibility, only an authorized or previously designated individual should enter information on the form.

A. **PREPARATION PHASE**

COLUMN 1—SYSTEM/AGENCY APPROVED TO PROVIDE TRAINING: Name the system/agency which is approved to conduct the training program.

COLUMN 2—DATES OF PROGRAM: Enter beginning and ending date. The beginning date will be the date on which staff development instruction is initiated. The ending date will be the date that the chairman of the local certification renewal committee or external evaluator verifies that preparation and on-the-job performance requirements have been satisfactorily met.

COLUMN 3—TITLE OF STAFF DEVELOPMENT PROGRAM: Please provide a brief descriptive title of the staff development program.

COLUMN 4—STATE MAJOR PURPOSE(S) OF STAFF DEVELOPMENT PROGRAM: State briefly the intended results of the staff development program in terms of knowledge, skills and attitudes to be acquired. Usually this statement can be written in one sentence.

COLUMN 5—CONTACT HOURS: Enter number of actual clock hours of instruction received or pursued by the individual to renew a professional certificate.

COLUMN 6—VERIFICATION BY INSTRUCTOR: The instructor or coordinator of the program should sign in this column, verifying that the applicant has satisfactorily completed the preparation phase.

B. **ON-THE-JOB PERFORMANCE PHASE**

COLUMN 7—STATE MAJOR COMPETENCIES TO BE DEMONSTRATED ON THE JOB: State competencies that the applicant will demonstrate on the job. Entries should be related to educational processes (new approaches to teaching basic skills, different approaches to classroom management, uses of community resources for learning purposes, team teaching, diagnostic and prescriptive learning, individualizing instruction, etc.) or to products such as new instructional materials, new or revised curriculum structure or specially developed materials, and lesson plans based on behavioral objectives.

COLUMN 8—DATE OF ON-THE-JOB OBSERVATIONS AND DATA COLLECTION: Enter date(s) that data is collected on the job by qualified person(s) regarding the performance of the applicant.

COLUMN 9—VERIFICATION OF SATISFACTORY PERFORMANCE BY ON-THE-JOB EVALUATOR(S): On-the-job evaluator(s) will sign in this column providing sufficient evidence is found that the applicant demonstrates competencies at an acceptable level as identified in the local system/agency approved staff development plan.

The signature of a chairperson of the certification renewal committee or an external evaluator serves as verification that the applicant has satisfactorily completed both preparation and on-the-job performance phases and is thus recommended to receive certification renewal credit. The signature of the superintendent or his/her designee serves as verification that all information on the form is correct.

Upon completion of a minimum of five SDUs, return the form to this address.

State of Georgia
Department of Education
Office of Planning and Development
Teacher Certification Services
209 State Office Building
Atlanta, Georgia 30334

1983-1984

SLP-DC Update Information Sheet

I (will/will not) be available in 1983-84 for participation in SPAI assessment activities.

Name: _____

Home Address: _____
Street

_____
City State Zip

Home Phone: ( ) _____
A.C.

School Address: _____
School Street

_____
City State Zip

School Phone: ( ) _____
A.C.

School Schedule (with phone #s).

APPENDIX B

Speech - Language
Pathology
Assessment
Project

107
555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

Date

Dear _____:

As you know, the Georgia Department of Education has adopted performance assessment as an initial certification requirement for school Speech-Language Pathologists (SLPs). The University of Georgia, under the direction of GDE, has been involved in the development of this certification process and is presently revising materials for training purposes. In an effort to simulate certification procedures as closely as possible, these materials will include videotapes of therapy sessions and interviews as well as portfolio packets.

We would like to recommend _____, an SLP in your system, to participate in this process which will tentatively be planned for _____. As we have already discussed with _____, it would be necessary for each SLP to (1) conduct two consecutive 30 minute therapy sessions, (2) be interviewed by an assessment team, and (3) prepare a portfolio packet. Since this will require extensive preparation outside of school time, an honorarium of $100.00 will be given to each SLP.

Your written permission for the SLP's participation is requested. Further information (e.g., permission forms to parents, information forms...) will be sent to the supervisors of those SLPs who receive permission to participate. Questions concerning these activities should be directed to the SPAP co-directors, Dr. Joan Berryman or Dr. W. R. Neal, Jr. at the above address. Your assistance in this effort to provide for performance assessment of Speech-Language Pathologists in our schools will be greatly appreciated.

Sincerely,

Joan D. Berryman, Ed.D.

W. R. Neal, Jr.,Ed.D.
Co-directors

jpg
Enclosure

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An Equal Opportunity/Affirmative Action Institution

Speech - Language
Pathology
Assessment
Project

555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

_____ has permission to participate in the development of SPAI training materials as described in the accompanying letter.

_____
Superintendent or designee

_____
School System

_____
Date

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Speech - Language
Pathology
Assessment
Project

109
555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

Date

Dear _____:

The Speech-Language Pathology Assessment Project is in the process of developing new materials for the training of SPAI data collectors. As you know, the SPAI is the required performance test for beginning Speech-Language Pathologists, paralleling the TPAI requirement for classroom teachers. In an effort to simulate certification procedures as closely as possible, these materials will include videotapes of therapy sessions and interviews as well as portfolio packets.

As we indicated to you earlier, we appreciate your cooperation in allowing _____ to participate in this process. It will be necessary for her to (1) prepare a portfolio including information pertaining to program administration and to students who will be observed, (2) conduct two consecutive, 30-minute therapy sessions, and (3) be interviewed by an assessment team. _____ will receive a $100.00 honorarium in recognition of the extra time and effort her participation will require.

Please ask _____ to review her caseload and make three suggestions of individual and/or group therapy cases for potential videotaping. If possible, the suggestions should represent a variety of disorders and ages. These suggestions should be described on the enclosed Video Information Sheets. Also find enclosed one copy of the Information and Scheduling Sheet to be completed by the SLP. All of these forms should be returned to the SPAP in the stamped envelope provided no later than _____.

Further information will be sent to the participating SLP regarding the videotaping procedure. Please call with questions you may have. Again, your cooperation regarding this matter is greatly appreciated.

Sincerely,

Joan D. Berryman, Ed.D.

W. R. Neal, Jr., Ed.D.
Co-directors

jpg
Enclosures

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Speech - Language
Pathology
Assessment
Project

Return this form to: 555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

INFORMATION AND SCHEDULING SHEET

Name _____

Home Address _____
Street City State Zip

Home Phone _____

NAME OF SCHOOL (Video taping Location) SYSTEM

_____

School Address _____
Street City State Zip

School Phone _____

Principal _____

Special Education Supervisor _____

Technical Video Information (Room to be used when video taping)

Less than normal classroom lighting? YES NO

Is there an electrical outlet in the room? YES NO

Size of Room: Classroom Small Office Other (describe) _____

_____

Best Time to Call SLP _____

Please express any concerns you may have about the video taping: _____

_____

_____

_____

Directions to School (from Athens):

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Speech - Language
Pathology
Assessment
Project

Return this form to: 555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

VIDEO INFORMATION SHEET

Complete one form for each therapy session to be video taped.

A. SLP_____ System_____
Name Name

Social Security Number_____

1. Sex: _____ Male _____ Female

2. Race: ___Black ___White ___Hispanic ___Oriental ___Other

B. Therapy

1. _____articulation _____fluency _____language _____voice

2. _____group _____individual

C. Student(s)_____
Name(s)

1. Sex: _____ Male _____ Female

2. Race: ___Black ___White ___Hispanic ___Oriental ___Other

3. Grade/Age: ____Preschool ____Elem ____Mid/Jr. ____High

4. Developmental Level: _____Normal _____Below

It will often be necessary for us to video tape several sessions during the afternoon. What is the latest block of time that this session could be scheduled for video taping?

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Speech - Language
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Project

555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

Date

Dear _____:

We wish to express our appreciation for the assistance that you and your school system are providing to Speech-Language Pathology Assessment Project activities in Georgia.

For your information, we have enclosed copies of the materials which have been sent to _____ regarding release forms for those who will appear on the videotaping. _____ has suggested _____, _____ at _____ as a convenient date and time for the videotaping at _____.

Thank you again for your cooperation regarding this matter. We look forward to working with your speech-language pathology program. Please call us with any questions and/or suggestions that you may have.

Sincerely,

Joan D. Berryman, Ed.D.

W. R. Neal, Jr., Ed.D.
Co-directors

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Enclosures

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Speech - Language
Pathology
Assessment
Project

555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

Date

Dear Parent:

The University of Georgia and Department of Education have been involved in the development of the certification process for beginning Speech-Language Pathologists. We are very proud of the important progress that has made our state one of the leaders in this important area. Before a teaching certificate is awarded, each beginning Speech-Language Pathologist must be evaluated in therapy situations to demonstrate that he/she is competent.

Your school system has agreed to assist in the implementation of the program by providing a site for producing videotapes that will be used in training therapy observers. Your child's Speech-Language Pathologist, _____, has been selected to be videotaped while conducting therapy. Although students are not a part of training, they will appear in the film. Therefore, we need parental permission for students to be in the therapy room during that session. Therapy will proceed as it normally does except that staff from the University will be recording the proceedings. The tapes will then be viewed and discussed by Speech-Language Pathologists who are learning to use the assessment instrument.

We would be most appreciative if you would allow your child to be present by signing the attached permission slip. In order to preserve confidentiality, your child's name will not be released or identified in any manner. Thank you for your help and cooperation. Please return this slip to _____ as soon as possible.

Sincerely,

Joan D. Berryman, Ed.D.

W. R. Neal, Jr., Ed.D.
Co-directors

jpg
Attachment

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Speech - Language
Pathology
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Project

114
555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

PARENTAL PERMISSION FORM

My son/daughter _____ has permission to participate in an instructional tape to be used as part of the training program for the Speech-Language Pathology Assessment Project, University of Georgia. The undersigned represents that he/she is the parent or guardian of this child, and represents that he/she has the legal authority to execute the foregoing consent and release.

_____
Parent or Guardian

_____
Date

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Speech - Language
Pathology
Assessment
Project

555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

SLP PERMISSION FORM

The Speech-Language Pathology Assessment Project has permission to observe and videotape my therapy sessions and use my name, portrait, picture, photograph, or any reproduction of myself for editorial, educational, and/or commercial purposes. Permission is hereby granted to make changes or alterations for such purposes.

_____
Speech-Language Pathologist

_____
School

_____
Date

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Speech - Language
Pathology
Assessment
Project

555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

Data-Collector Videotape Permission Form
(Training Tape Production)

I agree to participate in an instructional tape to be used as part of the training program for the Speech-Language Pathology Assessment Project, University of Georgia. The Speech-Language Pathology Assessment Project has permission to use any reproduction of the tape for editorial and/or educational purposes.

_____
Name

_____
School

_____
Date

Funded by the Georgia Department of Education and The University of Georgia

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Speech-Language Pathology Assessment Instrument (SPAI)

Standard Interview Questions

Sample Introductory Statement:

We would like to talk with you briefly about your program of services and how you conduct your diagnostic and therapy activities. We will ask questions concerning the items in the assessment instrument. In most cases your comments will amplify the information obtained from the portfolio. As you know, some items are assessed on the basis of the interview only. It will be helpful if you will make your answers as complete as possible and let us know if you are unsure of the intent of the question. Do you have any questions before we start?

I. A. How informed would you say your faculty is or SLP program services?

How do they receive their information?

(If not already answered) Ask: What is your role in providing this information?

I. B. How do you develop your initial schedule?

(If not already answered) Ask: What factors do you take into consideration?

Who receives a copy of the schedule?

I. C. Is this your regular room while you are working at this school?

(If "yes") Ask: Do you share it with other people?

(If "no", arrange to see the regular workspace before scoring this indicator.)

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II. A. Describe your screening and/or referral procedures.

II. B. Once a student is referred to you what general procedure do you follow?

II. C. Do you refer any of your students to another specialist in your school or in the community?

(If "no") Ask: Why not?

(If "yes") Ask: Can you give me a specific example?

Then ask: How have you, or how will you follow up?

III. A. Name the tests or procedures you use most frequently with the different disorders areas and explain what information you obtained from <u>each</u>.

III. B. Have you met with other school personnel about specific problems concerning students in therapy?

(If "yes") Ask: Could you give specific examples of the persons you have talked with and the problems discussed?

How do you use this information?

Have you met with parents about specific problems related to therapy?

Do you give parents advice on how they can help their children at home?

(If "yes") Ask: Could you give me a specific example?

III. C. Do you ever make changes during a therapy session?

(If "yes") Ask: Could you give a specific example?

After completing a therapy session, have you ever found it necessary to revise plans before the next session?

(If "yes") Ask: Could you give a specific example of the kinds of changes you have made?

As you move from one short term objective to another, do you find it necessary to change therapy procedures?

(If "yes") Ask: Could you give me a specific example?

On what do you base changes in long range goals?

IV. A. How do you develop your long range goals for individual students?

(Examine documentation for a rating of 4 or 5.)

IV. B. No interview question needed.

IV. C. No interview question needed.

IV. D. No interview question needed.

V. No interview question needed.

VI. No interview question needed.

VII. No interview question needed.

SCRIPT OF TRAINING VIDEOTAPE INTRODUCTION

Speech-Language Pathology Assessment Instrument: Training Tape

This videotape is one of a series which has been developed by the Speech-Language Pathology Assessment Project to be used in the training of data collectors with the Speech-Language Pathology Assessment Instrument.

This videotape was prepared under contract to demonstrate various levels of professional competence and therefore is not intended to reflect the speech-language pathologist's typical behavior nor always to illustrate exemplary performance.

Portions of repetitive and/or extended activities in this lesson may have been edited. Critical features and situations have been retained in order to illustrate the objectives of the lesson.

Developed at the University of Georgia
by
The Speech-Language Pathology Assessment Project
Through the Sponsorship of the
Georgia Department of Education

Under the direction of
Joan D. Berryman
W. R. Neal, Jr.

Production Assistant
Kay Reese

Filming and Editing
George Mastroyanis

Special Appreciation to
Lester Solomon, Performance-based Certification
Georgia Department of Education

Special Appreciation to (continued)
C. Hugh Gardner, Department of Education Media
College of Education, University of Georgia

and the following school systems:
Commerce City
DeKalb County
Franklin County
Gainesville City
Gwinnett County
Habersham County
Jefferson City
Newton County
Oconee County
Rockdale County
Social Circle City

Reproduction of this videotape without expressed written consent of the Speech-Language Pathology Assessment Project, College of Education, University of Georgia, is prohibited.

APPENDIX C

Speech - Language
Pathology
Assessment
Project

555 Aderhold Hall
College of Education
The University of Georgia
Athens, Georgia 30602
(404) 542-1685 Ext. 54

September 7, 1983

M E M O R A N D U M

To: RAC Coordinators

From: Joan Berryman and Ray Neal
Co-directors of SPAP

RE: School Practice Procedures
SLP Data Collectors
SLP Trainees

Enclosed find a copy of the 1982-83 School Practice Procedures. Please review, note suggested changes, and bring with you to the Coordinator's Meeting on September 27. Revisions will be made at that time.

Also enclosed are the names of available SLP Data Collectors and 1983 SLP Trainees. Both lists are arranged according to Regional Assessment Center areas.

We will see you later this month and will welcome any questions and/or suggestions you might have at that time. Thank you for your cooperation.

skr
Enclosures
cc: Lester Solomon
John Hooper/Joy Blake

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An Equal Opportunity/Affirmative Action Institution

Annual Conference on Performance-Based Certification
Selected Comments from SLP Data Collectors'
Critique of SPAI Certification Procedures
Desoto Hilton Hotel
Savannah, Georgia
February 8, 1984

I. Certification Procedures

1. Needed changes in data-collector training.

   a. RAC coordinators should be included in the data collector training.
   b. Make it clear that on the day of assessment, the SLP-DCs can discuss questions about the instrument and nothing else.
   c. It is imperative to review the portfolio before taking part in the interview.
   d. To wait long months after the training conference for school practice raises anxiety levels and decreases sensitivity to SPAI.
   e. Need for more SLP-DCs.

2. On-site logistical arrangements/problems.

   a. Can copies of the portfolio be mailed to each DC prior to the assessment--perhaps everything except confidential records. (2)
   b. Confidentiality is being violated with student names/records being sent through the mail. Also, psychological reports should not be included.
   c. There appears to be some confusion at the county level as to:
      - Confidential data in portfolio;
      - Exactly who assess from their system;
      - Where the interview is to take place. (2)
   d. A copy of the portfolio should be available to each team member. (2)
   e. Xeroxed copies of portfolio need to be complete--containing exactly what the original contains.
   f. Xeroxed copies of portfolios make scoring much more efficient/expedient.
   g. Would be easier to do assessment in one day, rather than one half day to review the portfolio and interview; one half day for observation.
   h. Too much delay time between observation and interview.
   i. Please provide data collector with principal's name.
   j. A place in the school needs to be designated for the SLPs to score.

3. RAC coordination of assessment activities.

   a. The RAC in charge of my arrangements did an excellent job! (10)
   b. There should be at least one week prior notice of assessment time/place. (2)
   c. SLP-DC should not participate in more than one assessment weekly.
   d. The same SLP-DCs should not take part in re-assessments.
   e. Leave time is not easily attained in January. Assessments would be more convenient earlier in the school year. (2)
   f. Would like map and/or directions to school site prior to day of assessment.
   g. Scheduling would be ideal if assessment could only involve one half day (i.e., interview 9:00, observation 10:00 or observation 1:30, interview 2:00).

h. RACs cannot take collect calls and I end up paying for all the phone calls.
i. It should be standardized across all RACs that DCs do or do not receive portfolios one week in advance.
j. SLP-DCs should be allowed to record responses during observation.
k. It should be standardized with respect to whether or not SLP-DC is allowed to refer to the instrument or notes during the interview.
l. Assessed SLP should be asked when he/she feels comfortable having therapy--1 to 2 hours after the interview just gives time for nerves to build.

II. Instrument

1. Adequacy of SPAI instructions for the assessed SLP with regard to the three competencies of the instrument: portfolio, observation, interview.

a. Assessed SLP should be provided with interview questions. (5)
b. Still confusion regarding whether or not assessed SLP receives copy of interview questions.
c. I don't do adequately assessing only once a year.
d. Assessed SLP should be reinforced and encouraged to ask questions. (2)
e. There should be a workshop for the beginning SLPs that provides information regarding the SPAI. A team of instructors should be used across state so all will receive same information from same people.
f. Interview and observation should take place after reviewing the portfolio so that the interview answers can be more meaningful and related. (2)
g. Assessed SLP was not aware of when portfolio was due.
h. Pages 5-6 of SPAI should be adequate for good portfolio preparation. Its almost like a checklist.

2. Methods of feedback to SLP.

a. It would be more meaningful to the SLP if those who participated in the assessment provided feedback to the SLP. Just "numbers" is too objective to help him/her improve techniques, methods... (2)
b. I would like to see regional SLPs employed by the state responsible for:

1. Standardization of all materials in workshops regarding the SPAI.
2. Available to answer questions directly or indirectly from assessed SLPs, RACs, or SLP-DCs.
3. Coordination of suggestions that are received from people in the field.

Annual Conference on Performance-Based Certification
RAC Data Collectors' Critique of
SPAI Certification Procedures
Desoto Hilton Hotel
Savannah, Georgia
February 8, 1984

I. Certification Procedures

1. Orientation of SLP to be assessed.

   a. Insecure regarding questions pertaining to content area. (4)
   b. Did not feel prepared to orient SLPs. (3)
   c. Orientation consisted of description by description review of SPAI - lasted 2 hours.
   d. Veteran SLP attended and answered any questions from the beginning SLP.
   e. Would like to see portfolios with examples of each indicator.
   f. SPAI requirements were unfamiliar to beginning SLP.
   g. Inconsistencies in brochure/guidelines/p.6 of SPAI.
      - confused between objectives/lesson plans
      - number of portfolio copies, explanation of therapy observation, portfolio period.
   h. Script not needed. Leave off background information and provide an outline of essential information for the SLP instead.
   i. Could not answer questions asked regarding certification.

2. Scheduling.

   a. Difficult to juggle schedules of 4 people. (5)
   b. Difficult to obtain personnel. (4)
   c. Difficult because of limited number of SLP-DCs. (2)
   d. Easiest to schedule both observations on same day.

3. Selecting assessment teams.

   a. Selection was limited due to lack of SLP-DCs. (9)
   b. Repeatedly releasing SLP-DCs may cause problems. (2)
   c. No reliability date available on SLP-DCs.
   d. Used SLP-DC trained in TPAI in an administrative position.
   e. Practice assessments were completed before certification assessments to insure adequate number of SLP-DCs.
   f. Long distances made traveling inconvenient.

4. Briefing of assessment team members.

   a. No problem for SLP-DCs. Extensive time is taken with the administrator. (3)
   b. Administrators and RAC-DCs need specific information on interpreting indicators. Present amount of briefing is not enough. (3)
   c. Special group training sessions should be held for administrators. (4)
   d. SLP-DC helped brief administrator. (2)
   e. Did not feel prepared to brief the administrators.
   f. Administrators were curious about why they were not allowed to rate all indicators in the interview and portfolio.
   g. Administrators were shown a sample set of SLP lesson plans during briefing. This was very helpful.
   h. The general impression given by administrators' ratings was, "When in doubt, give credit for all descriptors."

5. Assessing SLPs.

   a. I felt uneasy in interpreting some indicators. Spring workshop was not adequate. (2)
   b. RAC should be trained just as SLP-DCs so they can assist with problems and questions from SLPs.
   c. During interview, SLP should give specific examples.
   d. Followed lead of SLP interviewer. Did not get information needed to rate, but did not know if it was appropriate to probe.
   e. Problem in reviewing portfolio--sometimes inconvenient, difficult to coordinate time.
   f. RAC had to deliver the portfolio to the SLPs due to distance.
   g. Who keeps SLP's portfolio (RAC, SLP)?
   h. Would like to observe therapy sessions.
   i. Unfamiliar terms.

6. Compiling and processing assessment data.

   a. Our equipment was not programmed so we had to send it to others.
   b. Took so long for the profile to come back.
   c. Each team member was given an envelope to return data to RAC.
   d. Time would be saved if this data were processed locally--not sent to Athens.
   e. I remained at school until all the cards were completed.

7. Individual conference with SLP regarding assessment profile.

   a. Answering specific questions relating to indicators was difficult--especially relating to observation. (4)
   b. Partial assessments need to be more detailed. Neither portfolio nor observation should be all or none. (3)
   c. Needed suggestions from SLP-DC.
   d. I had no information about what happens next: whether they will do partial assessments, what do they have to have in the way of portfolio...
   e. It was obvious, when rated by only 2 SLPs, which data collector had given which ratings.
   f. Specific training would help in the interpretation session.

8. Provision of staff development activities for SLP (if necessary).

   a. Need qualified personnel to perform this service. (4)
   b. No SLP-DC to provide this. (4)
   c. RAC not involved in staff development. SLP is referred to resource list in the leaflet.
   d. Arranged through GLRS who employed an SLP to be the staff development contact for beginning SLPs.
   e. Coordinated plan needs to be established. Training needs to be provided to local systems for staff development in the SPAI.

II. Instrument

1. Adequacy of SPAI instructions for the assessed SLP with regard to the three components of the instrument: portfolio, observation, interview.

   a. Orientation videotape would be helpful.
   b. SLP to be assessed and SLP-DC are concerned regarding type and amount of data to be released.
   c. In the interview, how specific does the SLP need to be? How much leading is the administrator allowed?

d. SLPs do not seem to understand the instructions provided in the SPAI.
e. An indicator pertaining to spoken English (oral expression) should be included in SPAI.
f. What happens if the individual to be observed is absent?
g. Multiple copies of portfolio need to be made available to team members.
h. Should have regional orientation sessions so that the SLPs will receive consistent information.
i. SLPs are concerned regarding the lack of resources (people and materials) in preparing for their assessment.
j. SPAI should include specific clarification of lesson plan requirements.
k. A sample of all required forms would be beneficial.
l. The beginning SLP had many questions concerning the interview and portfolio.
m. "Information pertaining to students who will be observed" could be made clearer.

2. Methods of feedback to SLP.

a. Individual conference with SLP. (7)
b. RAC-DC did not feel adequately prepared to answer specific questions about interpretation of SPAI. Additional training would be beneficial. (5)
c. Training needs to be provided to local school systems for staff development--possibly through the SPAP. (3)
d. Some type comment from the SLP-DCs regarding observation would be helpful to the assessed SLP. This could be written and returned to the RAC-DC to be used in the individual conference. (2)
e. Review of printed profile, review of requirements for next assessment, discussion of staff development opportunities.
f. I asked one of the external SLPs for help. I would like to suggest that two or three SLPs be hired to work for the RACs.

Additional Comments and Suggestions:

a. It is too time consuming to have one portfolio in a central location. The SLP needs to make 4 copies.
b. I feel the SLPs should be assessed with the Revised TPAI when it is implemented. I see no reason why it cannot be used.
c. I would suggest higher minimum levels. The SPAI is probably easier to pass than the present TPAI.
d. We have requested that the beginning SLP provide information that is not confidential (i.e., lesson plans, work schedule...) a week before the assessment. This gives each person on the team time to review the portfolio. On the day of the interview the SLP places all the confidential information in the principal's office to be reviewed.
e. Some centers have mailed children's folders along with the lesson plans. This practice needs to be stopped.
f. We should attend some workshops on speech and language. It would certainly make me feel more confident.
g. Indicator IV C was difficult to rate as it is written. "Written material provided throughout the portfolio will be used in the assessment of this indicator" (p. 6, SPAI) should be reinterated in the indicator itself.
h. Completed materials for SPAI should be available by early August.
i. More SLP-DC Training Conferences.

QUESTION: What information from the portfolio can be copied?

ANSWER: Any information that is not confidential. (Confidential information includes test protocals, I.E.P.s, due process forms, etc.)

QUESTION: In what order should the three components of the assessment take place?

ANSWER: The portfolio review should always take place first. The order of the observation and interview can be interchanged.

QUESTION: What interview questions should be used for SPAI assessments?

ANSWER: The interview questions to be used are the revised questions which are printed on yellow paper. The previous questions are printed on blue paper and should NOT be used. The main difference between the two versions is that all written documentation must now be provided as a part of the portfolio; therefore, the interviewer does not ask to see copies of documents.

QUESTION: Does the assessed SLP receive a copy of the interview questions?

ANSWER: No; it is assumed that the SLP can anticipate questions to be asked from the indicators in the SPAI.

QUESTION: Is note-taking by data-collectors permissable during the assessment?

ANSWER: Yes, if they are taken unobtrusively.

QUESTION: What is the procedure for partial assessment?

ANSWER: The criteria for valid partial assessments is given in section VII (pages 15-16) of the Guidelines, Appendix A.

QUESTION: What sources are available to RACs and/or assessed SLPs regarding orientation and staff development?

SUGGESTIONS: (1) The "Resource Manual for Program for Exceptional Children: Speech and Language Impaired" contains sample forms, definitions, due process and program procedures. It may be obtained from:

Local School System (Director of Special Education)

Cooperative Educational Services Agencies (CESA)

Georgia Learning Resource System Centers (GLRS)

Georgia Department of Education
Program for Exceptional Children

(2) Contract with experienced SLPs to assist with content information. Names of possible contacts may be obtained from:

Georgia Speech-Language-Hearing Association
484 Irvin Court - Suite 160
Decatur, GA 30030

Tel: (404) 292-1211

Georgia State Board of Examiners in Speech Pathology
166 Pryor Street, SW
Atlanta, GA 30303

Tel: (404) 656-3900

American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852

Tel: (800) 638-6868

College and University Training Programs
(See "Resources" included in Speech-Language Pathologist Orientation Information.)

(3) In some areas, RACs are arranging for GLRS centers to provide orientation and/or staff development for SLPs.

APPENDIX D

GUIDELINES FOR THE IMPLEMENTATION OF PERFORMANCE-BASED CERTIFICATION BY THE GEORGIA DEPARTMENT OF EDUCATION, REGIONAL ASSESSMENT CENTERS, AND LOCAL SCHOOL SYSTEMS

Performance Assessment Of

Speech-Language Pathologists:

Speech-Language Pathology Assessment Instrument

(SPAI)

July, 1983

In order to meet the special needs of speech-language pathologists (SLPs) working in Georgia schools, the Georgia Department of Education, beginning in 1978, supported activities to determine the need for a separate on-the-job assessment instrument for SLPs. The pages which follow include a description of instrument development activities, a section defining terms as they relate specifically to the assessment of SLPs, and a section outlining the procedures to be followed in SLP certification assessment activities. This appendix is a supplement to the foregoing general performance assessment guidelines. The reader must make reference to the general guidelines when interpreting and implementing the Speech-Language Pathology Assessment Instrument (SPAI) procedures presented on the following pages.

I. Development of the Speech-Language Pathology Assessment Instrument (SPAI)

The Special Education Competencies for Teachers (SECT) project funded by the Georgia Department of Education, undertook a special study in 1978 to identify competencies for speech-language pathologists (SLPs). The previous year's research had indicated that SLPs were consistently rated higher than other types of special education teachers on a validated list of special education teaching competencies. In that study, the sample of 65 teachers included only nine SLPs. However, based on that limited number, it appeared that SLPs would be able to rate much higher in the state's competency certification assessments because they dealt with only one or two students at a time in their therapy sessions. Because of the contextual difference in work setting, beginning SLPs would more easily meet certification requirements than would other teachers. Furthermore, needs for staff development would be less easily identified with higher evaluation ratings.

A state committee composed of concerned Georgia educators was formed to examine this problem. That committee met five times during the year in two-day sessions. These efforts eventually resulted in a competency assessment instrument for SLPs.

During the initial committee meetings all available existing competency assessment instruments were examined for competency rating items that might be pertinent to SLPs. A critical incident technique, where videotaped recordings of actual therapy sessions were studied, was used to develop new competency indicators. A list of 112 competency statements resulted from these activities.

A state-wide survey was used to determine which of these competency statements should be minimally required of beginning SLPs. All SLPs and special education directors in Georgia as well as a 10% sampling of all Georgia principals were mailed a copy of the survey. Four questions were asked for each of the 112 competency statements to determine their importance, their frequency of use, the typical performance level, and the appropriate assessment source.

After essential competencies and indicators were identified, the state committee wrote descriptors of the skills and behaviors to be demonstrated by SLPs. A delphi process was used. At this point, a draft assessment instrument called the SECT/SLP instrument had been developed. This instrument was then field-tested.

Thirty-three SLPs from around the state were interviewed and observed by two teams of evaluators using a generic teacher performance assessment instrument and the newly developed SECT/SLP instrument. The interviews and therapy observations were recorded on videotape and all subjects were rated on their overall demonstration of competency by an expert panel of practitioners and teacher educators. As an external criterion measure the panel's rankings and classifications of the SLPs were compared to the

ratings from the two performance assessment instruments. Those items and competencies that were positively and significantly related to the external criterion were considered valid and formed the revised instrument. A list of these competencies is included in this handout. Procedures, interview questions, and portfolio contents were written.

After original validation procedures were completed, the resulting instrument was named the Speech-Language Pathology Assessment Instrument (SPAI). In preparation for use of the SPAI in the certification of SLPs, data was collected in order to establish minimum competency levels based on expert opinions. Two groups of approximately 35 SLPs each from throughout Georgia were asked to assign "minimally acceptable" ratings for each of the indicators. Results were tallied and modal values were determined for each group's indicator ratings. These ratings were combined to determine minimum competency levels for use with the SPAI in certification procedures.

Following the first year's experience with this instrument in training and school practice, the twenty-three indicators were rearranged into seven competency areas and key points were developed for each of the indicators.

The following section presents a comparison of the Teacher Performance Assessment Instrument (TPAI) and the Speech-Language Pathology Assessment Instrument (SPAI) through an outline of general similarities and differences of the two instruments.

GENERAL SIMILARITIES

1. The instrument is designed to assess on-the-job performance.
2. Those who will administer the instrument are provided with some form of training.
3. Orientation is held for those being assessed.
4. Those being assessed: 1) are interviewed, 2) prepare a portfolio and 3) are observed.
5. There are minimum performance levels for each indicator.
6. The required proficiency level is 75% on two assessments or 85% on one assessment.
7. A profile is developed to show the assessment results.

GENERAL DIFFERENCES

TPAI	SPAI
General	
Consists of 3 instruments.	Consists of a single instrument.
Key points not provided to teachers.	Key points provided to SLPs.
N/A rating possible.	N/A rating not possible.
Number of Competencies	
14 Competencies	7 Competencies
Number of Indicators	
45 Indicators	23 Indicators
Number involved in assessment	
Three people assess the teacher Principal/Administrator Peer teacher External data collector	Four people assess the SLP Two SLP data collectors Administrator RAC data collector
Data Collector responsibilities	
All 3 data collectors complete all parts of those instruments given for certification.	SLP data collectors complete entire instrument. The indicators which are rated by the administrator and RAC data collector are included in the portfolio-interview portion of the scale.

GENERAL DIFFERENCES
(continued)

TPAI	SPAI
Recording forms	
See examples.	See examples.
Administration	
Approximately one week to review portfolio. Approximately one hour for interview. One class period with minimum of 30 minutes direct observation.	Approximately one week to review portfolio. Approximately one-half hour for interview. 30-60 minute observation of complete therapy session(s).
Teacher selects class to be observed.	SLP selects student(s) to be observed within time constraints dictated by the assessment process.
Three copies of the portfolio are required.	An original of the portfolio is required. Additional copies of the program description and the lesson plans may be required at the discretion of the RAC staff.

II. Definition of Terms

Administrator Data Collector	An administrator who has completed the TPAI training and is eligible for TPAI data-collection endorsement, and who has received briefing on the SPAI. The administrator may be a special education supervisor, lead SLP, principal, assistant principal, or a system-level administrator or supervisor.
Assessment Profile	A graphic representation of the results of an SLP's assessment showing the performance at the competency and indicator levels.
Beginning SLP	An SLP who is eligible for or who possesses a non-renewable professional certificate or non-renewable provisional certificate.
Certification Summary	A profile of one, two, or more assessments indicating the performance level of each competency. If all competencies have been satisfactorily demonstrated, there will be an explanation of certification action. If all competencies have not been satisfactorily demonstrated, there will be an explanation of certification status.
Non-Renewable Certificates	The N series certificates are non-renewable. A non-renewable provision certificate will be issued to an applicant upon completion of an approved teacher education program if the applicant has not passed the Teacher Certification Test (TCT) in Speech-Language Pathology. The provision certificate is valid for only one year. The SLP must satisfy the TCT requirement during that year. Upon passing the TCT, the provisional certificate will automatically be converted to a non-renewable professional certificate. If the examination is passed on the first opportunity during the school year, the non-renewable professional certificate will be issued with a validity period retroactive to the beginning of the school year. If the examination is passed on a later administration, the non-renewable professional certificate will be issued with a validity period retroactive to the date on which the

Non-Renewable Certificates
Continued

examination was passed. The non-renewable professional certificate holder will be eligible for compensation at the third step of the State Salary Index. During the validity of the provisional certificate the beginning SLP will also be assessed with the SPAI.

A non-renewable professional certificate will be issued upon completion of an approved teacher education program if the SLP has passed the SLP/TCT. This certificate has a maximum validity of three years of employment in Georgia schools. During the validity of the non-renewable professional certificate the SLP will be assessed with the SPAI.

If there are any outstanding special Georgia course requirements (e.g., Identification and Education of Children with Special Needs and/or Teaching of Reading), these requirements must be met during the first year of teaching in order for the non-renewable professional certificate to be extended for the remaining two years of the three-year validity period.

Conversion of the Non-renewable Certificate to the Performance-Based Teaching Certificate.

An applicant is eligible for a renewable performance-based teaching certificate when the following have been met:

a. the seven competencies on the SPAI have been satisfactorily demonstrated,

b. a passing score on the TCT has been posted, and

c. any outstanding special Georgia course requirements have been met.

Upon satisfactory demonstration of all seven competencies, the performance-based professional certificate will be automatically issued to those holding non-renewable professional certificates. The performance-based professional certificate will be automatically issued to those holding non-renewable provisional certificates when a passing score on the TCT is posted and the seven competencies

Non-Renewable Certificates Continued

on the SPAI have been satisfactorily demonstrated. Those applicants with one-year non-renewable certificates who have outstanding special Georgia course requirements must submit an application for conversion with the appropriate documentation of course completion (i.e., college transcript or DE 0224 form for SDU credit) to Teacher Certification Services. The first performance-based professional certificate will carry a validity period of five years less the number of years (one to three) an applicant held and was employed on a non-renewable certificate.

Performance-based certificate holders with one year's teaching experience are eligible for compensation at the fourth step of the State Salary Index.

On-The-Job Assessment Performance Requirements

The on-the-job assessment requirements for satisfactory performance of the seven competencies for certification purposes may be met in either of the following ways:

a. If, on a single assessment with four data sources, 85% of the ratings for the indicators within a single competency are at or above the minimum levels, that competency is deemed to have been satisfactorily demonstrated and further performance of the competency will not be required for certification purposes;

b. If, on two consecutive assessments with up to eight data sources, 75% of the ratings for the indicators within a single competency are at or above the minimum level, that competency is deemed to have been satisfactorily demonstrated and further performance of the competency will not be required for certification purposes.

Partial Assessment

An assessment of performance of an SLP who on previous assessments did not demonstrate satisfactory performance on all seven competencies required for certification.

Portfolio Period	That span of time encompassing at least two consecutive weeks of the school year for the two groups or individuals who will be observed during the therapy observation portion of the assessment. Plans for a <u>total</u> of at least eight therapy sessions must be provided. Examples: (1) if the individuals/groups selected for observation are seen only once a week, the portfolio period would span 4 weeks and 8 lesson plans would be provided by the SLP; (2) if the individuals/groups selected for observation are seen twice a week, the portfolio period would span 2 weeks and necessitate provision of 8 lesson plans; (3) if the individuals/groups selected for observation are seen 3 times a week, the portfolio period would be 2 weeks and include 12 lesson plans (2 individuals/groups X 3 sessions per week X 2 weeks = 12 lesson plans).
Regional Assessment Center Data Collector	A Regional Assessment Center staff member who has TPAI data collection endorsement and who has received briefing on the SPAI.
Regional Assessment Centers	A network of 17 centers located throughout the state whose staff function as coordinators of the on-the-job assessment aspect of performance-based certification.
SLP Data Collector	An SLP who has successfully completed SPAI data collection training and is eligible for SPAI data collection endorsement. This person must hold SLP-5 certification. One of the two SLP data collectors required for the assessment team must be external to the system which employs the SLP being assessed.
Therapy Observation Period	The period of time during a day of the portfolio period in which the SLP is observed by an SLP data collector in therapy. The therapy observation period should encompass the full therapy session, during which a lesson from the portfolio is being taught and must consist of at least 30 minutes.

III. Program Responsibilities

A. Georgia State Board of Education and/or the Department of Education

1. - 12. Same as TPAI.

B. Regional Assessment Center

1. - 3. Same as TPAI.

4. Identification and recruitment of potential trainees.

5. Same as TPAI.

5a. Briefing of non-SLP assessment team members.

6. Coordinating all assessment activities: scheduling, selecting assessment teams, assessing teachers, and compiling and processing assessment data.

7. - 11. Same as TPAI.

12. Monitoring the work of data collectors (administrator, special education supervisor and SLP data collectors) and coordinating assistance to maintain their skills.

13. - 18. Same as TPAI.

C. Fiscal Agent - The regional assessment center's fiscal agent is responsible for:

1. - 4. Same as TPAI.

D. Local Education Agency - Public school systems, private or parochial schools and other agencies that employ certified teaching personnel are responsible for:

1. Identifying a system staff member who will serve in a liaison capacity with the regional assessment center.

   Note: The same LEA staff member will serve as liaison for SPAI and TPAI activities.

2. Informing SLPs when employed that, if eligible, they will participate in the prescribed Performance-Based Certification program.

3. - 5. Same as TPAI.

6. Selecting SLPs and identifying administrators and special education supervisors for training in the assessment process.

7. - 12. Same as TPAI.

IV. Regional Assessment Center Personnel Qualifications

A. Coordinator

1. Same as TPAI.

2. Has received orientation to the SPAI.

3. - 5. Same as TPAI.

B. Data Collector

1. - 7. Not applicable to the SPAI.

C. Secretary

1. - 3. Same as TPAI.

V. Regional Assessment Center Personnel Responsibilities

A. Coordinator

1. - 12. Same as TPAI.

B. Data Collector

1. Not applicable to SPAI

2. Same as TPAI.

3. Not applicable to SPAI

4. - 9. Same as TPAI

C. Secretary

1. - 5. Same as TPAI.

VI. Procedures

A. Training Activities

1. Not applicable to the SPAI.

2. At present, SPAI training is offered on a statewide basis under auspices of the Georgia Department of Education.

   Training includes:

   a. Completion of the full training program which includes a three day instructional conference, school practice assessments, and post-training activities.

VI. Procedures (continued)

A. Training Activities (continued)

2. b. Meeting proficiency requirements during the training conference.

c. Not applicable to the SPAI.

d. Completion of at least two school practice assessments, one of which yields 70% minimum level interrater agreement.

3. a. Same as TPAI.

b. Same as TPAI.

c. 1. - 3. Same as TPAI.

4. Briefing of administrators who serve on SPAI assessment team.

B. Teacher Assessment Orientation

1. Same as TPAI.

2. a. Same as TPAI.

b. Providing a copy of the Speech-Language Pathology Assessment Instrument with an explanation of how the instrument is rated.

c. - e. Same as TPAI.

C. Scheduling Assessments

1. - 2. Same as TPAI.

3. Within the regional assessment center schedule, the SLP selects the student(s) to be observed.

4. Same as TPAI.

5. The SPAI portfolio period (see Definition of Terms) encompasses at least two weeks of the school year with assessment activities scheduled during the first half of the portfolio period. The remaining days are for rescheduling assessment activities, if needed, to provide for a valid assessment. The portfolio must be placed in a location designated by the RAC at least 5 school days prior to the portfolio period.

6. Same as TPAI.

7. The SLP must have conducted at least two weeks of speech/language therapy activities prior to assessment with the SPAI.

8. - 1. Same as TPAI.

VI. Procedures (continued)

D. Identification of Local System Personnel to Serve as Data Collectors

1. The two SLP data collectors must be fully trained and qualify for SPAI data collection endorsement. Administrators who serve on the SPAI assessment team must be eligible for TPAI data collection endorsement, have received a TPAI update, and have received SPAI briefing. The special education supervisor data collector must (1) be eligible for TPAI collection endorsement, have received TPAI update and have received SPAI briefing or (2) be eligible for SPAI data collection endorsement.

2. The regional assessment center has the final responsibility for the composition of the assessment team (two SLP data collectors, an administrator, and RAC data collector).

3. The regional assessment center must ensure that one of the two SLP data collectors must be external to the system.

4. In instances where there is no qualified person in a school building to fill the administrator data collector role in the assessment process, the regional assessment center coordinator and the system liaison will identify an administrator data collector to fill the appropriate role.

5. It is recommended that SLP data collector trainees be selected from SLPs who have been assessed with the SPAI.

E. Conducting Assessments

1. Criteria for Valid Assessments

a. There is one instrument to be administered.

b. Four data collectors (two SLPs, administrator and RAC data collector) complete appropriate sections of the SPAI.

c. Only the two SLP data collectors complete the entire instrument. (See the SPAI assessment recording forms for a listing of the items that are completed by each data collector.)

d. Each data collector should examine the SLP's portfolio in order to respond independently to certain competencies within the SPAI.

e. All four data collectors must participate in the interview in order to assess the SLP on specified indicators. The regional assessment center will schedule an interview at which all four data collectors and the SLP being assessed are present. One of the SLP data collectors will be designated by the RAC to lead the interview. If an SLP data collector is unable to participate in a scheduled interview, another interview will be scheduled to be conducted by that SLP data collector. If the administrator data collector is unable to participate in a scheduled interview, another interview will be scheduled to be led by the RAC data collector.

VI. Procedures (continued)

E. Conducting Assessments (continued)

1. Criteria for Valid Assessments (continued)

f. During the therapy observation, each SLP data collector must observe the implementation of the lesson plans which were submitted by the SLP being assessed and assign ratings based on observations made during that scheduled time only.

g. The two SLP data collectors must observe the SLP either on different days or at different times on the same day (either same or different individuals/groups). No instances of simultaneous observations by assessment team members will be acceptable for certification purposes.

h. Each data collector must rate the SLP independently of the other data collectors.

2. Two assessment periods per school year with four data collectors per assessment (providing a maximum of 6 assessments with 24 collectors of data over the 3-year period) will be provided all SLPs holding non-renewable certificates. If the SLP is employed on or before the 70th contract day, two assessment opportunities will be provided; after the 70th contract day, but on or before the 95th contract day, one assessment will be scheduled.

3. - 4. Same as TPAI.

F. Waivers of Assessment - Same as TPAI.

G. Unassessable Assignments - Same as TPAI.

H. Appeals Process - Same as TPAI.

I. Processing Data at the Regional Assessment Center

1. - 2. Same as TPAI.

J. Confirming Teacher Profiles

1. Same as TPAI.

K. Interpretation of Profiles

1. - 3. Same as TPAI.

VI. Procedures (continued)

L. Planning Staff Development

1. - 4. Same as TPAI.

M. Record Keeping

1. - 6. Same as TPAI.

N. Sharing Assessment Data

1. - 3. Same as TPAI.

O. Vocational Schools

1. - 2. Not applicable to the SPAI.

P. Private Schools and Other Eligible Agencies

1. - 3. Same as TPAI.

3a. Briefing of administrators and RAC data collector.

4. Same as TPAI.

Q. Interrater Agreement Checks

1. - 3. Same as TPAI.

R. Assessment of personnel with T-series certification.

1. Not applicable to the SPAI.

2. Same as TPAI.

VII. Partial Assessments

A. Orientation

1. - 3. Same as TPAI.

B. Scheduling

1. - 2. Same as TPAI.

VII. Partial Assessments (continued)

C. Criteria for Valid Partial Assessments

1. In those instances in which the SLP does not grant permission for the assessment team to be informed of the competencies yet to be mastered, the entire SPAI is readministered.

2. A partial assessment of an SLP who grants permission to identify to the assessment team those competencies yet to be mastered for certification will follow the administrative procedures as specified in Section VI, E, with the following modifications:

   a. In those instances in which competencies I, II, III, or IV are yet to be mastered, all four competencies will be reassessed. All four data collectors will be involved in portfolio review and interviewing as specified in Section VI, E. No observation of therapy is required. The SLP should prepare a complete portfolio organized in the same manner as for a full assessment.

   b. In those instances in which competencies V, VI, or VII, are yet to be mastered, all three competencies will be reassessed. The two SLP data collectors will be involved in the observation of therapy as specified in Section VI, E. No interview will be conducted. The SLP should provide a portfolio containing only the information listed on page 5 of the instrument under Information pertaining to students who will be observed (i.e. diagnostics, test protocols, IEPs, lesson plans, student progress reports, etc.).

APPENDIX E

GEORGIA DEPARTMENT OF EDUCATION

SPEECH–LANGUAGE PATHOLOGY ASSESSMENT INSTRUMENT

Speech-Language Pathology Assessment Project
College of Education University of Georgia

GEORGIA DEPARTMENT OF EDUCATION
DIVISION OF STAFF DEVELOPMENT
Atlanta, Georgia 30334

SPEECH–LANGUAGE PATHOLOGY ASSESSMENT INSTRUMENT

1983

Speech-Language Pathology Assessment Project
College of Education University of Georgia
Athens, Georgia 30602

University of Georgia
Speech-Language Pathology Assessment Project

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THE SPEECH-LANGUAGE PATHOLOGY ASSESSMENT INSTRUMENT (SPAI)

Development of the Instrument

The Speech-Language Pathology Assessment Instrument (SPAI) is the product of several years of developmental research funded by the Georgia Department of Education. The purpose of the SPAI is to provide a standardized format for the evaluation of the on-the-job performance of school speech-language pathologists (SLPs). Development of the SPAI commenced in 1978 when Title IV-C funding was obtained from the Georgia Department of Education (1) to determine the need for a performance assessment instrument to be used specifically with SLPs and (2), if appropriate, to develop a pilot instrument. A statewide committee composed of university educators, educational administrators, and practicing school SLPs worked for two years under the coordination of a project director. To establish content validity, an initial list of 112 behavioral indicator statements was sent to all school SLPs, special education directors, and speech-language pathology college faculty in Georgia as well as to ten percent of Georgia school principals. Each survey respondent was asked to indicate for each statement its importance, its frequency of occurrence, the typical performance level of SLPs, and the appropriate evaluator. Those indicators were accepted which eighty percent of respondents agreed were "essential" skills of school SLPs. The resulting indicators were grouped into competency areas and behavioral descriptors were written for each of the indicators. Thirty-three SLPs from around the state were then interviewed and observed by evaluators using the generic Teacher Performance Assessment Instrument (TPAI) and the newly developed instrument. The interviews and therapy

observations were recorded on videotape and subsequently rated on overall demonstration of competence by an expert panel of SLPs and college faculty. As an external criterion measure, the panel's rankings and classifications of the SLPs were compared to the ratings from the two performance assessment instruments. Those indicators and competencies that were positively and significantly related to the external criterion were considered valid and were therefore selected for inclusion in the revised instrument. Results clearly indicated that the generic instrument was not appropriate for use with SLPs: only three TPAI items proved to be related to the external criterion and were included as items in the revised SPAI; in one instance an SPAI item was replaced by a similarly worded, more externally valid TPAI item. Fourteen of the 33 original SPAI items were dropped due to low concurrent validity. As the final step in the development of the original instrument, procedures, interview questions, and portfolio instructions were written.

The indicators and descriptors remain the same in the current version of the SPAI. Recent standardization and refinement of the instrument included the development of interpretive guidelines (key points) for the SPAI indicators, establishment of inter-rater reliability in field use, and establishment of minimum cut-off scores through two state-wide surveys.

Description of the Instrument

The SPAI contains seven competencies which are conceptualizations of performances essential to the professional effectiveness of SLPs. These competency statements are defined through items which indicate the presence of behaviors representative of the competency. The SPAI contains three to five indicator items for each

of the competencies. Each indicator item is rated on a 1 (low) to 5 (high) scale. The scale values for each indicator are accompanied by descriptor statements which describe the quality of an SLP's performance relevant to the competency indicator.

Within the body of the instrument, the competencies, indicators, and descriptors are designated as follows:

I. COMPETENCY

A. Indicator Item

1. Descriptor

With the exception of indicators III B, III C, and VII D, indicator items are hierarchal in design; i.e., descriptors range from least desirable (a rating of 1) to most desirable (a rating of 5). The SLP cannot receive a rating of 3, for instance, if he/she has not met the requirements for a 2 and a 1 on that particular item. The non-hierarchal indicators, III B, III C, and VII D are designed differently. Each of these indicators contain four desirable performance descriptors which are labeled a, b, c, and d. A rating is determined by the number of these desirable descriptors evident in the SLP's performance. That is, if none of the described behaviors are present, a rating of 1 is assigned; if one is present, a rating of 2 is assigned, etc.

Three sources of data are employed during the administration of the SPAI:

(1) a portfolio prepared by the SLP, containing program and student information, such as diagnostic reports, lesson plans, schedules, and summary records;

(2) an interview with the SLP;

(3) observation of therapy conducted by the SLP.

Competencies I, II, III and IV are rated on data obtained from the portfolio and the interview. Ratings on competencies V, VI and VII are based on information obtained from the observation of therapy.

General Assessment Procedures

The SPAI is designed to be administered in the school setting by a four-member assessment team: two SLPs with SPAI data collector certification endorsement; a Regional Assessment Center data Collector; an administrator from the SLP's school system (e.g., principal or special education supervisor).

All assessors do not rate each of the SPAI indicators (See SPAI Response Form for exact rating assignments). The review of portfolio materials and the interview session involve all four assessment team members. Information from these two sources is used by all team members in rating indicator items in Competencies I, II, III and IV. Therapy observations are conducted by the two SLP data collectors and provide the basis for rating indicator items from Competencies V, VI and VII. Each observation period should cover at least a 30-minute period.

The SLP being assessed should study this instrument thoroughly, noting the specific skills to be evaluated. Particular attention should be paid to those competency indicators for which portfolio materials are required and to those for which interview information is needed. Relevant data sources are provided throughout the instrument at the bottom of each indicator page.

PREPARATION OF PORTFOLIO

The purpose of the portfolio is to give the assessors information to assist them in accurately rating the SLP's performance. Each assessor must have access to the portfolio prior to the interview and observation. The assessors will be responsible for maintaining confidentiality of the records released to them. However, the SLP may also choose to delete or black out the last names of the students on records released to the assessors.

Portfolio Contents

The following are the types of information which will be needed for documentation of performance:

Information pertaining to program administration

A paragraph description of the speech-language program (schools, numbers and types of students, additional responsibilities, etc.)

Information provided to faculty

Screening/referral process information

Copies of all schedules

Summary records (student and program)

Information pertaining to students who will be observed

Diagnostic results/reports must be furnished for those students to be observed. In some instances, these results/reports will have been completed by another SLP. In this event, additional results/reports must be furnished on at least one student who has been evaluated by the SLP being assessed.

Test protocols (completed test record forms, answer sheets, etc.).

Individualized Educational Plan (IEP) or equivalent information and all other required legal documentation such as due process forms.

Lesson plans must be furnished for two (2) individuals or groups. The plans should encompass two consecutive weeks within the designated assessment period.

Student progress records (checklists, tallies, charts, graphs, etc.).

It is essential that complete records on observed students be available to the assessors in order for an accurate rating to be assigned. An incomplete portfolio will result in lower ratings.

Portfolio Organization

The portfolio should be arranged and labeled in the following manner and order:

(1) Description of Program

(2) Lesson Plans

(3) Materials for individual indicators specifying written documentation

I. A.
I. B.
II. A.
II. B.
III. A.
IV. A.
IV. B.
IV. C. The assessment of this indicator requires no additional documentation. Written material provided throughout the portfolio will be used in the assessment of this indicator.
IV. D.

SPEECH-LANGUAGE PATHOLOGY ASSESSMENT INSTRUMENT

COMPETENCIES AND INDICATORS

I. The SLP demonstrates program management skills.

- A. Informs faculty of program services.
- B. Develops work schedule(s) which will fit the needs of the student, school and faculty.
- C. Maintains a physical environment conducive to learning.

II. The SLP uses screening and referral techniques.

- A. Implements screening and/or referral procedures to identify students needing speech-language evaluation.
- B. Follows through on referrals made to the program.
- C. Makes referrals for further evaluations.

III. The SLP obtains and uses diagnostic information.

- A. Obtains diagnostic information.
- B. Obtains and uses information from co-workers and parents to assist with specific student problems.
- C. Revises therapy as needed using evaluation results and observation data.

IV. The SLP plans for students and maintains records.

- A. Develops long range goals for students.
- B. Develops short term objectives for students.
- C. Uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organization).
- D. Records program and student information.

V. The SLP uses therapy approaches and materials.

- A. Uses therapy approaches which meet individual student needs.
- B. Implements therapy activities in a logical sequence.
- C. Uses materials compatible with student age and student interest.

VI. The SLP stimulates and interacts with students to enhance student performance.

- A. Provides stimuli or cues during therapy.
- B. Reinforces student responses.
- C. Obtains responses which allow for evaluation of student performance in therapy.

VII. The SLP uses therapy management skills.

- A. Provides instructions and explanations which are understood by the student.
- B Provides motivating activities.
- C. Records responses during diagnostic and therapy activities.
- D. Reinforces and encourages the efforts of students to maintain involvement.

I. THE SLP DEMONSTRATES PROGRAM MANAGEMENT SKILLS.

A. The SLP informs faculty of program services.

Descriptors	Key Points
1. Fails to inform faculty of available program.	1. Give this rating if SLP gives no evidence of being personally involved in informing faculty.
2. Inconsistently makes attempts to inform faculty.	2. Informs some but not all faculty; unsystematic; information perhaps limited to one short oral presentation or informal contact only.
3. Informs faculty of available services, but does not utilize a comprehensive plan.	3. Somewhat systematic information to all faculty but limited to informal oral presentation(s) only or handout(s) only.
4. Utilizes a comprehensive plan to inform faculty of available services.	4. Indications are present of efforts to plan for provision of information to faculty and there is evidence that the plan is followed. Both oral and written information are disseminated. The term "comprehensive" refers to a plan in which a. all faculty are informed on a continuing basis, b. both oral and written information are disseminated, and c. information is provided on all available program services.
*5. Implements a written comprehensive plan to inform faculty of available services. The SLP schedules informative follow-up sessions held during faculty meetings or in-service training sessions during the academic year.	5. The plan is written. Teacher handouts do not constitute a written plan. System-wide plans are acceptable.

* Evidence for this descriptor must be found in the portfolio.

Data Source: Portfolio/Interview

I. THE SLP DEMONSTRATES PROGRAM MANAGEMENT SKILLS.

B. The SLP develops a work schedule(s) which will fit the needs of the student, school and faculty.

Descriptors	Key Points
1. Makes little or no effort to schedule for the provision of services.	General Note: "Student needs" should be based on student age, sex, ability, student's academic schedule, the type and severity of disorder, etc. "School and faculty needs: should be based on schedules for lunch, P.E., academics, other specialists, etc. "Work schedule" refers to a daily schedule of student appointments and other activities within that school.
2. Develops an unwritten schedule for the provision of services. This schedule does not necessarily fit the needs of the student, school and faculty.	1. Scheduling either not firm, inconsistent, or haphazard: e.g. Students are seen when SLP "feels like it." (That is, SLP makes no attempt to schedule students at planned times.)
*3. Develops a written schedule for the provision of services based primarily on student need. Some effort to involve school and faculty is noted.	2.
*4. Develops a written schedule for the provision of services based primarily on student need. It is evident that a concerted effort has been made to fit the needs of the school and faculty.	3. & 4. The difference between these levels is the degree to which the needs of the students and school are considered in developing the work schedule.
*5. In addition to #4, the SLP schedules time for activities, such as planning, conferences with parents and teachers, IEP meetings, and student evaluations. A copy of the schedule is given to the appropriate administrator.	5. It is not necessary that the portfolio show that a copy of the schedule has been given to the administrator in order for this rating to be assigned.
* Evidence for these descriptors must be found in the portfolio.	

Data Source: Portfolio/Interview

I. THE SLP DEMONSTRATES PROGRAM MANAGEMENT SKILLS.

C. The SLP maintains a physical environment conducive to learning.

Descriptors	Key Points
1. Does not maintain a clean, organized work setting (materials, furniture and equipment are misplaced; papers, books and litter are scattered on tables, desks and shelves).	General Note: This indicator assumes that the data collector is able to view the usual worksetting of the SLP. If the usual workspace is not used for the interview or the therapy observation, the data collector should arrange to view that workspace before scoring this indicator. This indicator should be rated even if the room is shared with co-workers.
2. Maintains a clean but disorganized work setting. No apparent effort has been made to have the therapy setting attractive or comfortable in regard to seating arrangements, heating and lighting.	
3. Maintains a clean, comfortable, and organized work setting.	1. - 5. "Organization" applies to the general neatness of material storage and arrangement of materials according to therapy session needs.
4. In addition to #3, provides bulletin boards and/or other displays which add to the attractiveness of the therapy setting.	3. - 5. "Comfortable" applies to the ease-of use of arrangements of furniture within the room as well as the comfort of the furniture.
5. In addition to #4, provides bulletin boards and/or other displays consisting of information about therapy-oriented topics and student progress and reward systems.	5. Bulletin boards and/or displays serve an instructional purpose.

Data Source: Interview

II. THE SLP USES SCREENING AND REFERRAL TECHNIQUES.

A. The SLP implements screening and/or referral procedures to identify students needing speech-language evaluations.

Descriptors	Key Points
1. Does not implement and utilize identification procedures.	1. This rating should be given if the SLP, while maintaining the previous year's caseload, has not attempted to identify additional caseload.
2. Implements limited identification procedures which do not encompass all areas of speech-language impairment (articulation, voice, fluency, language).	2.
3. Implements procedures for screening and/or referrals that encompass all major areas of speech-language impairment.	3.
4. Implements identification procedures that encompass all major areas of speech-language impairment and are based on screening and/or referral guidelines.	4. "Guidelines" refers to a description of procedures and must be specific to speech-language pathology. The guidelines may be developed by the SLP or on a system-wide basis.
*5. In addition to #4, a written plan for implementation is available.	5. The "guidelines" are written.

* Evidence of this descriptor must be found in the portfolio.

Data Source: Portfolio/Interview

II. THE SLP USES SCREENING AND REFERRAL TECHNIQUES.

B. The SLP follows through on referrals made to the program.

Descriptors	Key Points
1. Makes no effort to follow through on referrals.	General Note: Referral "follow-through" pertains to both the paper work involved as well as to the provision of direct evaluation services to the student. In some cases, directing the referral to a more appropriate specialist may take the place of evaluation by the SLP.
2. Makes some effort to follow through on referrals.	1.
3. Utilizes an organized follow through procedure.	2.
4. In addition to #3, informs the referring source of the disposition of the referral.	3. There is a consistent, systematic procedure for following up on referrals.
*5. In addition to #4, confers with the referring source and maintains a record of the results of the referral.	4.
	5.

* Evidence for this descriptor must be found in the portfolio.

Data Source: Portfolio/Interview

II. THE SLP USES SCREENING AND REFERRAL TECHNIQUES.

C. The SLP makes referrals for further evaluations.

Descriptors	Key Points
1. Does not identify the need for further referrals.	1. The SLP has not identified students who may need referral to other professionals such as audiologists, psychologists, physicians, (e.g., family practitioners, pediatricians, otologists, laryngologists, etc.) or other school or non-school specialists.
2. Identifies students who require further evaluation but makes no effort to refer.	2. The SLP is aware of students in need of referral, but for one reason or another, has not made the referral attempt(s).
3. Identifies students who need further evaluation and makes proper referrals.	3.
4. In addition to #3, follows the evaluation by contacting the referral agency/person and discussing the results.	4. Receiving a written report also fulfills this descriptor.
5. In addition to #4, makes an effort to insure that the referral has been followed up.	5. In addition to #4, the SLP maintains contact with the parents, other professionals, etc. to help insure that the recommendations have been carried out. Also, this rating may be given if the referral information is used by the SLP to decide what to do in therapy.

Data Source: Interview

III. THE SLP OBTAINS AND USES DIAGNOSTIC INFORMATION.

A. The SLP obtains diagnostic information.

Descriptors	Key Points
1. Does not obtain information from test results.	General Note: This indicator refers to the accuracy of test findings and to the accuracy of interpretations of results, not to the appropriate selection of tests.
2. Obtains inaccurate information from test results.	1.
3. Obtains accurate information from test results although needs assistance with test interpretation.	2. This rating may reflect a lack of adequate documentation in the portfolio.
4. Obtains accurate information from test results and rarely needs assistance with test interpretation.	2. - 5. The concept of accuracy refers to the appropriate administration and scoring of tests and interpretation of test results. This may be reflected in diagnostic reports and in the setting of long range goals and short term objectives.
*5. Obtains accurate information from test results and compares/contrasts results of various tests to further analyze students' speech-language patterns.	5. "Various" refers to more than one test or diagnostic procedure relevant to the identified area(s) of deficit.
* Evidence for this descriptor must be found in the portfolio.	

Data Source: Portfolio/Interview

III. THE SLP OBTAINS AND USES DIAGNOSTIC INFORMATION.

B. The SLP obtains and uses information from co-workers and parents to assist with specific student problems.

Ratings

1. None of the descriptors is evident.
2. One of the descriptors is evident.
3. Two of the descriptors are evident.
4. Three of the descriptors are evident.
5. Four of the descriptors are evident.

Descriptors

a. Participates in meetings with co-workers to discuss specific student problems.

b. Uses information about specific student problems obtained during meetings with co-workers to assist the student in therapy.

c. Communicates with parents (through meetings or phone calls) about their child's progress or problems.

d. Informs parents of how the home can assist the school with specific student problems.

Key Points

a. SLP discusses specific student problems with co-workers.

Credit may be given for this descriptor on the basis of placement committee discussions.

b. Information obtained from discussions with co-workers is used to assist the student with his particular problems.

c. SLP discusses student's progress or problems with parents. This communication may involve either the giving or receiving of information by such means as planned meetings, phone calls, or written communication.

Credit may be given for this descriptor if parents were involved in placement meetings.

d. SLP uses information obtained from parents about specific student problems to help the student, or gives specific suggestions for parents to use to help the student at home.

Data Source: Interview

III. THE SLP OBTAINS AND USES DIAGNOSTIC INFORMATION.

C. The SLP revises therapy as needed using evaluation results and observation data.

Ratings

1. None of the descriptors is evident.
2. One of the descriptors is evident.
3. Two of the descriptors are evident.
4. Three of the descriptors are evident.
5. Four of the descriptors are evident.

Descriptors

a. Changes in therapy are made during the course of a session based on an analysis of student performance or feedback from students.

b. Changes in therapy are made from day to day based on feedback from sources such as students, co-workers, or administrators, or analysis of student performance.

c. Changes in therapy have been made from one objective to the next based on feedback from sources such as student, co-workers, or administrators, or analysis of student performance.

d. Changes in long range goals are planned based on feedback from sources such as students, co-workers, or administrators, or analysis of student performance.

Key Points

a.

b.

c. Refers to changes in procedures when moving from one short term objective to another.

d.

Data Source: Interview

IV. THE SLP PLANS FOR STUDENTS AND MAINTAINS RECORDS.

A. The SLP develops long range goals for students.

Descriptors	Key Points
1. Does not develop long range goals or long range goals are incomplete.	General Note: If the SLP is being evaluated at the beginning of the year and the long range goals carried over were written by someone else, ratings should be assigned in the following manner: a. a rating of "1" should be given if the SLP cannot explain the bases for goal development; b. ratings of "3", "4", or "5" are possible if SLPs indicate that they have reviewed the pre-established goals and can explain the bases for their development.
2. Does not explain bases upon which long range goals are developed for the individual student.	1.
3. Explains bases upon which long range goals are developed but no documentation is available.	2.
*4. Explains bases upon which long range goals are developed and some documentation is available for each goal.	3. - 5. "Documentation" may include diagnostic reports, completed test forms, observational statements, and completed analysis sheets. These three descriptors are differentiated on the basis of completeness of documentation provided. The term "documentation" assumes that the evidence is valid. That is, that long range goals are based on documented student needs.
*5. Explains bases upon which long range goals are developed and full documentation is available for each goal.	

* Evidence for these descriptors must be found in the portfolio.

Data Source: Portfolio/Interview

IV. THE SLP PLANS FOR STUDENTS AND MAINTAINS RECORDS.

B. The SLP develops short term objectives for students.

Descriptors	Key Points
1. Does not develop short term therapy objectives.	General Note: The rating given for this indicator should be based on evidence from the portfolio. "Identified student needs" are those which have been identified by the SLP, not by the data collector.
*2. Develops short term therapy objectives.	1.
*3. Develops short term therapy objectives which are based on identified student needs.	2.
*4. Develops short term therapy objectives which are related to long range goals and based on identified student needs.	3.
*5. Develops short term therapy objectives directly related to each long range goal which are written in behavioral terms and based on identified student needs.	4.
	5. Allows for some inconsistency but the pattern of writing objectives should be in terms of anticipated observed behavior.

* Evidence for these descriptors must be found in portfolio.

Data Source: Portfolio

IV. THE SLP PLANS FOR STUDENTS AND MAINTAINS RECORDS.

C. The SLP uses standard English when writing (legibility, spelling, punctuation, morphology, syntax, organization).*

Descriptors	Key Points
1. Writing is characterized by numerous distracting and consistent variances which distort and/or make the content difficult to read and comprehend.	1. This rating should be assigned if writing samples (handwritten or typed) are insufficient to allow judgement of legibility, spelling, punctuation, morphology, syntax and organization.
2. Writing is characterized by some distracting variances which distort and/or make the content difficult to read and comprehend.	2.
3. Writing is characterized by some distracting variances, but content is easily read and comprehended.	3.
4. Writing is characterized by infrequent variances, but content is easily read and comprehended.	4.
5. Writing is characterized by an absence of variances and a noticeably well-organized, coordination of ideas (e.g., the purpose of the written message is readily understood and sentences and paragraphs incorporate different aspects of the stated purpose; transitions are provided and adjacent paragraphs are related).	5.

* Evidence for this indicator must be found in the portfolio.

Data Source: Portfolio

IV. THE SLP PLANS FOR STUDENTS AND MAINTAINS RECORDS.

D. The SLP records program and student information.

Descriptors	Key Points
1. Does not maintain program or student records.	General Note: Reference should be made to requirements for portfolio (p. 5) for examples of adequate program and student information.
*2. Employs record keeping procedures inconsistently. Program and/or student records are incomplete and/or not current.	1. Student and/or program records are not evident.
*3. Develops and implements a system that maintains current records for reporting program and student management information. A set of procedures has been established. All required forms and procedures are complete.	2. & 3. "Degree of completeness" refers to the number of different types of records and to the extent to which the record forms are filled out.
*4. In addition to #3, maintains forms which are easily accessible for reference. Daily student progress information is available as evidenced by records, charts and/or graphs.	3. "All required" refers to IEPs (including placement minutes), permissions to evaluate, and permissions to place.
*5. In addition to #4, maintains and analyzes extensive program management records (e.g., average length of services for mild, moderate, and severe students, accuracy of teacher referrals, etc.).	4. The SLP is able to demonstrate that the records are in good order and easily retrieved.
	5. In addition to #4, record forms indicate some summarization and analysis records. Analysis could include use of program summary data to evaluate program effectiveness.

* Evidence for these descriptors must be found in the portfolio.

Data Source: Portfolio

V. THE SLP USES THERAPY APPROACHES AND MATERIALS

A. The SLP uses therapy approaches which meet individual student needs.

Descriptors	Key Points
1. Does not use therapy approaches chosen on the basis of individual student needs (indicated by student responses, student progress, or SLP's stated rationale for selection of approaches).	General Note: "Therapy approaches" are organized programs leading to skill acquisition. With few exceptions, "student needs" are those documented by the SLP.
2. Seldom uses therapy approaches chosen on the basis of individual student needs.	1.
3. Usually uses therapy approaches chosen on the basis of individual student needs.	2. "Seldom" refers to "less than half the time."
4. Always uses therapy approaches chosen on the basis of individual student needs.	3. "Usually" refers to "more than half the time."
5. In addition to #4, incorporates new and/or innovative therapy approaches.	4. "Always" refers to "with rare exception."
	5.

Data Source: Portfolio/Observation

V. THE SLP USES THERAPY APPROACHES AND MATERIALS

B. The SLP implements therapy activities in a logical sequence.

Descriptors	Key Points
1. Uses therapy activities which are unrelated to one another or to the objectives.	1. In addition, this rating should be assigned if there are no instances of sequencing in the therapy activities observed.
2. Uses many ideas, skills or activities out of logical sequence.	2. - 4. "Logical sequence" refers to the use of methodologically sound therapeutic sequencing and refers to the order of activities as well as to presentation order within activities.
3. Arranges therapy activities to present most ideas, skills, etc., in a logical sequence. There is only an occasional problem in sequencing.	
4. Sequences all therapy activities in a logical order.	
5. In addition to #4, makes provisions for students to acquire speech/language prerequisites before or during therapy activities.	5. "Prerequisites" are those skills which should precede therapy activities being observed. This rating can be given if it can be determined that the prerequisites are present.

Data Source: Observation

V. THE SLP USES THERAPY APPROACHES AND MATERIALS

C. The SLP uses materials compatible with student age and student interest.

Descriptors	Key Points
1. Uses materials which are not compatible with student age and interests.	General Note: "Age" refers to chronological age and mental age.
2. Uses materials which are compatible with student age and interests some of the time.	1.
3. Uses materials which are compatible with student age and interests most of the time.	2.
4. Uses materials which are compatible with student age and interests all of the time.	3.
5. In addition to #4, allows some student choice of materials.	4.
	5. Refers to structured rather than random choice. Refers to choice of materials which are well integrated into the therapy process.

Data Source: Observation

VI. THE SLP STIMULATES AND INTERACTS WITH STUDENTS TO ENHANCE STUDENT PERFORMANCE.

A. The SLP provides stimuli or cues during therapy.

Descriptors	Key Points
1. Provides stimuli or cues which are consistently unclear and thus do not facilitate student response; uses modalities which do not facilitate student response.	General Note: "Stimuli" and "cues" immediately precede the student response. "Facilitate" refers to helping the student respond correctly.
2. Provides unclear stimuli or cues most of the time and/or uses modalities which frequently do not facilitate student response.	1.
3. Provides stimuli or cues which are clear most of the time and uses modalities which usually facilitate student response.	2.
4. Consistently provides stimuli or cues which are clear and uses modalities which consistently facilitate student response.	3. "Usually" refers to "more than one-half the time."
5. In addition to #4, uses innovative techniques for stimulation.	4. "Consistently" refers to "with rare exception."
	5.

Data Source: Observation

VI. THE SLP STIMULATES AND INTERACTS WITH STUDENTS TO ENHANCE STUDENT PERFORMANCE.

B. The SLP reinforces student responses.

Descriptors	Key Points
1. Gives no indication whether student responses are correct or incorrect.	General Note: This indicator refers to the accuracy of reinforcement as well as to the presence or absence of reinforcement.
2. Gives a few ambiguous indicators that student responses are correct or incorrect (e.g., saying O.K., all right).	1.
3. Usually indicates whether student responses are correct or incorrect; relies upon only one type of feedback (e.g., saying "that's right" for each correct response).	2. "Few" refers to "less than one-half the time."
4. Consistently indicates the correctness of responses; uses more than one type of reinforcement or reward; offers a few explanations and suggestions.	3. "Usually" refers to "more than one-half the time."
5. Consistently uses a wide variety of reinforcements and rewards; indicates whether or not responses are correct; offers explanations and suggestions; relates student responses to achievement of objectives and long range goals.	3. - 5. All portions of the indicators must be present for these ratings to be given. 4. - 5. "Consistently" refers to "with rare exception."

Data Source: Observation

VI. THE SLP STIMULATES AND INTERACTS WITH STUDENTS TO ENHANCE STUDENT PERFORMANCE.

C. The SLP obtains responses which allow for evaluation of student performance in therapy.

Descriptors	Key Points
1. Obtains too few responses to judge adequacy of student performance at a given level of therapy.	1.
2. Seldom obtains sufficient responses to judge adequacy of student performance at a given level of therapy.	2. "Seldom" refers to "less than one-half the time."
3. Obtains enough responses most of the time to judge adequacy of student performance at a given level of therapy.	3. "Most" refers to "more than one-half the time."
4. Consistently obtains enough responses to judge adequacy of student performance at a given level of therapy.	4. "Consistently" refers to "with rare exception."
5. Obtains optimal number of responses to judge adequacy of student performance at a given level of therapy.	5. "Optimal number" refers to neither too many nor too few responses.

Data Source: Observation

VII. THE SLP USES THERAPY MANAGEMENT SKILLS.

A. The SLP provides instructions and explanations which are understood by the student.

Descriptors	Key Points
1. Uses instructions and explanations that are consistently incompatible with the student's level of understanding.	General Note: This indicator refers to both the quantitative and qualitative aspects of clarity.
2. Uses instructions and explanations that are incompatible with the student's level of understanding some of the time.	1.
3. Uses instructions and explanations that are compatible with the student's level of understanding most of the time.	2.
4. Uses instructions and explanations that are compatible with the student's level of understanding and makes modifications when necessary so that the student usually understands.	3.
5. Uses instructions and explanations that are highly compatible with the student's level of understanding and/or modifies in rare instances of misunderstanding.	4. "Usually" refers to "more than one-half the time."
	4. & 5. There is evidence that the SLP is aware that there is a need to change instructions and explanations and makes appropriate modifications or there are no instances of misunderstanding.

Data Source: Observation

VII. THE SLP USES THERAPY MANAGEMENT SKILLS.

B. The SLP provides motivating activities.

Descriptors	Key Points
1. Provides activities with no consideration of individual student's therapy needs and interests.	
2. Provides activities which recognize some of the student's therapy needs and interests.	1. - 3. If only one activity is observed, a rating of 1, 2, or 3 may be assigned.
3. Consistently provides activities which, although limited in variety, are differentiated according to student ability, interests and therapy needs.	
4. Consistently provides a variety of activities which are differentiated according to student ability, interests and therapy needs.	4.
5. In addition to #4, stimulates the student to work independently in therapy-related work outside of the therapy setting.	5.

Data Source: Observation

VII. THE SLP USES THERAPY MANAGEMENT SKILLS.

C. The SLP records responses during diagnostic and therapy activities.

Descriptors	Key Points
1. Does not record responses.	General Note: This indicator applies to response recording during activities for all types of speech-language disorders--not just articulation. This indicator assumes general accuracy of recording.
2. Records few responses.	1.
3. Records most responses and/or the flow of the session is occasionally interrupted.	2.
4. Records all responses and the flow of the session is not interrupted.	3. - 5. In addition to describing the consistency of response recording, these descriptors also include the degree to which the response recording intrudes into the flow of therapy.
5. In addition to #4, accelerates progress toward therapy goals.	4. - 5. "All" refers to "with rare exception."
	5. An example of accelerating progress would be that the method of recording responses serves to motivate students.

Data Source: Observation

VII. THE SLP USES THERAPY MANAGEMENT SKILLS.

D. The SLP reinforces and encourages the efforts of students to maintain involvement.

Ratings

1. None of the descriptors is evident.
2. One of the descriptors is evident.
3. Two of the descriptors are evident.
4. Three of the descriptors are evident.
5. Four of the descriptors are evident.

Descriptors

a. Uses activities which are appropriate for students.

b. Varies pace and nature of activity.

c. Responds positively to student participation.

d. Identifies and responds to off-task student behavior, or all students are on-task.

Key Points

a. Takes into account difficulty of activity, interests of students, etc.

b. SLP varies the stimuli by changing activities, etc.

c. SLP reinforces student participation.

c. - d. Both of these descriptors may be rated based on verbal or non-verbal (frowns, smiles, etc.) feedback. In each case the SLP's response must be appropriate to warrant a rating.

d. The SLP reacts consistently and effectively to regain the attention of individuals or groups who are off-task, or there are no students off-task.

Data Source: Observation